DOCUMENT RESUME

ED 137 510 08 CE 010 048

AUTHOR	Peterson, Marla; And Others
TITLE	Programmatic Approach to Guidance Excellence. PAGE 2. Final Report.
INSTITUTION	Eastern Illinois Univ., Charleston. Center for Educational Studies.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO	498AH50049
PUB DATE	77
NOTE	132p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	*Career Education; Elementary Secondary Education; Guidance Objectives; Guidance Personnel; Guidance Programs; *Inservice Teacher Education; Job Placement; Learning Modules; *Material Development; Occupational Guidance; Program Descriptions; Program Design; *Program Effectiveness; Program Evaluation; *Program Planning; Resource Materials; *School Districts; School Personnel; Staff Improvement; Workshops
IDENTIFIERS	Illinois

ABSTRACT

The Programmatic Approach to Guidance Excellence (PAGE 2) Project produced staff development materials for the career guidance components of program planning, curriculum-based guidance, and job placement. These materials make up the PAGE 2 Instructional Resource Package, intended to be used as a planning program for a comprehensive career guidance program for a local school district, and to provide inservice training materials that will enable career guidance personnel and others to assess individual and institutional needs, determine goals, state objectives, decide on appropriate activities, and devise appropriate evaluation procedures when planning and implementing career guidance programs. The project consisted of four phases: Search, materials development, field testing, and dissemination. The major finding from field testing was that the PAGE 2 materials had facilitated local education agency personnel in determining goals, assessing needs, establishing priorities, and designing a plan for implementing a comprehensive career guidance program. This final report includes a sample lesson (Establishing Goals for a Comprehensive Career Guidance System) from one of the modules to illustrate the style and content of the materials developed. Field testing, workshops, and dissemination activities are described in detail. Appendixes contain materials used in the project, including the career guidance facilitator's handbook contents page, national dissemination seminar evaluation report, and field test data workshop observation sheets. (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED137510

Programmatic Approach to Guidance Excellence

PAGE 2

Final Report

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Project # 498AH50049

The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

CE 010 048

Marla Peterson
Janet Treichel
Project Directors

Joyce Felstehausen
K-Adult Coordinator

Sharon Wiesemann
Project Assistant

David Pritchard
USOE Project Monitor

1977

Project conducted by The Center for Educational Studies, School of Education, Eastern Illinois University, Charleston, Illinois, in cooperation with The Bureau of Occupational and Adult Education, United States Office of Education, with funds provided by part C of the Vocational Education Act of 1963 (Public Law 88-210 as amended).

DISCRIMINATION PROHIBITED—Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance." Therefore, the Programmatic Approach to Guidance Excellence (PAGE 2) Project, like all programs or activities receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

Contents

Chapter | Page

LIST OF FIGURES v

LIST OF TABLES. vi

ABSTRACT. vii

I. THE PAGE 2 PROJECT. 1
  Purpose of the Project 1
  Need for the Project 1
  Organization of the Project. 3
  Summary of Major Project Activities. 6

II. PROJECT PHASES. 11
  Search Phase 11
  Materials Development Phase. 14
  Field Testing Phase. 35
  Dissemination Phase. 35

III. PROCEDURES. 43
  Evaluation Philosophy. 43
  Administrative Feasibility and Product Usability 44
  Achievement of Lesson Objectives 44
  Overall Effectiveness. 45
  Field Testing. 52
  References 64

IV. FINDINGS. 65
  Administrative Feasibility and Product Usability 65
  Achievement of Lesson Objectives 66
  Overall Effectiveness. 68

V. CONCLUSIONS AND RECOMMENDATIONS 79
  Conclusions. 79
  Recommendations. 80

APPENDICES. 83
  Appendix A: Career Guidance Facilitator's Handbook Contents Page. 85
  Appendix B: PAGE 2 National Dissemination Seminar Letters . . 87
  Appendix C: PAGE 2 Brochure 95
  Appendix D: PAGE 2 News Release 99
  Appendix E: PAGE 2 Article. 103
  Appendix F: PAGE 2 National Dissemination Seminar Evaluation Report. 111
  Appendix G: Field Test Data Workshop Observation Sheets . . . 121

Figures

Figure — Page

1 - National Dissemination Seminar Participant States 36

2 - National Dissemination Seminar Program. 38

3 - PAGE 2 National Dissemination Seminar Participant Evaluation Form. 40

4 - The Randomized Solomon Four-Group Design. 45

5 - Career Guidance Goals Card Sort Items 47

6 - EV 1: Card Sort Instructions 49

7 - EV 2: Card Sort Summary Sheet. 50

8 - EV 5: Workshop Evaluation. 51

9 - CERL's Model for Program Development Workshop Site Application. . 53

10 - Criteria for Choosing Workshop Sites. 54

11 - Demographic Data for District 55

12 - CERL's Model for Program Development Workshop Participant's Information Sheet 60

Tables

Table Page

1 - National Dissemination Seminar Participant Responses 41

2 - Demographic Data by Field Test Sites 57

3 - Participant Data by Field Test Sites 61

4 - Teaching Experiences of Workshop Participants. 62

5 - Employment Positions of Experimental and Control Group Members . . 63

6 - Grade Level Responsibilities of Experimental and Control Group Members. 63

7 - Composition of Experimental and Control Groups by Sex. 64

8 - Analysis of Variance of Card Sort Pretest Scores of Experimental and Control Groups 69

9 - Analysis of Variance of the Pretest/Unpretested Posttest Scores of Experimental and Control Groups. 70

10 - Analysis of Variance of Card Sort Posttest Scores by Experimental and Control Groups 71

11 - Analysis of Variance of Card Sort Posttest Scores by Employment Positions of Participants. 72

12 - Analysis of Variance of Card Sort Posttest Scores by Grade Level Responsibilities of Participants 72

13 - Analysis of Variance of Card Sort Posttest Scores by Sex of Participants 73

14 - Workshop Evaluation Average Rating by Items 1 Through 6. 74

15 - Strong Workshop Features Identified by Workshop Participants . . . 75

16 - Weak Workshop Features Identified by Workshop Participants 76

17 - General Comments of Workshop Participants. 77

Abstract

The Programmatic Approach to Guidance Excellence (PAGE 2) Project was funded on July 1, 1975, by the Bureau of Occupational and Adult Education, Office of Education, U. S. Department of Health, Education, and Welfare. The project was conducted by The Center for Educational Studies, School of Education, Eastern Illinois University, Charleston, Illinois, and was completed on February 28, 1977.

The purposes of the project were to: (1) provide systematic linkage among selected projects that have been funded from Parts C, D, and I of the Vocational Education Act so that guidance components can be extracted from each and translated into comprehensive system(s) of career guidance; (2) devise a flexible, comprehensive career guidance model; (3) prepare and test multi-media packages of staff development materials which will serve as a resource for effective programs and will give vivid and explicit examples of procedures to be used in administering and organizing a comprehensive guidance, counseling, placement, and followup program; and (4) disseminate to states three sets of the multi-media packages for use in staff development.

The project consisted of four phases: (1) the SEARCH PHASE in which project staff reviewed career guidance materials developed from previous efforts nationwide; (2) the MATERIALS DEVELOPMENT PHASE in which the content for the Instructional Resource Package was determined, written, and materials produced; (3) the FIELD TESTING PHASE in which the PAGE 2 Instructional Resource Package was tested with four local school districts in Illinois; and (4) the DISSEMINATION PHASE in which states and trust territories received three sets of the PAGE 2 Instructional Resource Package after a designated representative from that state attended the PAGE 2 National Dissemination Seminar.

The PAGE 2 Instructional Resource Package is a planning program--not a prescriptive program. The purpose of the PAGE 2 Instructional Resource Package is to provide inservice training materials that will enable career guidance personnel and others to assess individual and institutional needs, determine goals, state objectives, decide on appropriate activities, and devise appropriate evaluation procedures when planning and implementing career guidance programs. Although designed primarily as inservice materials, the PAGE 2 instructional package is also appropriate for use in pre-service undergraduate and graduate programs concerned with career guidance, counseling, placement, and followup. Counselor education, vocational education, and teacher education programs would find the PAGE 2 materials beneficial in their courses.

The PAGE 2 Instructional Resource Package includes:

1. A Career Guidance Facilitator's Handbook with instructional modules focusing on (a) Planning a Career Guidance Program, (b) Implementation Approaches for a Curriculum-Based Career Guidance Program; and (c) Planning a Job Placement Program.

2. Career Guidance Goals Card Sort Decks

3. Missing Square Puzzles
4. Planning Boards and Markers
5. Career Guidance Goal Statements
6. Job Placement Program Objectives
7. Technical Report
8. Extra Supplies

The major finding from the field testing was that the PAGE 2 materials facilitated local education agency personnel in determining goals, assessing needs, establishing priorities, and designing a plan for implementing a comprehensive career guidance program. The PAGE 2 approach to planning involves administrators, counselors, and teachers in a team effort to design a comprehensive career guidance program for a local school district. Based upon the field test findings it was concluded that the use of the PAGE 2 materials and the team planning approach result in career guidance program plans that can reasonably be implemented in the local districts.

Chapter I
The PAGE 2 Project

Purpose of the Project

The Programmatic Approach to Guidance Excellence (PAGE 2) Project was conducted at The Center for Educational Studies, School of Education, Eastern Illinois University, Charleston, Illinois. PAGE 2 was funded by the Bureau of Occupational and Adult Education, United States Office of Education, with monies provided by Part C of the Vocational Education Act of 1963 (Public Law 88-210 as Amended).

The objectives of the PAGE 2 Project were:

1. To provide systematic linkage among selected projects that have been funded from Parts C, D, and I of the Vocational Education Act in order that guidance components can be extracted from each and be translated into comprehensive system(s) of career guidance.
2. To devise a flexible, comprehensive career guidance model.
3. To prepare and test multi-media packages of user materials to serve as a resource for effective programs and give vivid and explicit examples of procedures to be used in administering and organizing a comprehensive K-adult guidance, counseling, placement, and followup program.
4. To disseminate to states and trust territories three Instructional Resource Packages for use in training.

Need for the Project

In recent years a considerable amount of work has been done in the development of career guidance components. Placement, followup, needs assessment, curriculum-based guidance, sex-fair guidance, and many more such components have been the focus of funded projects nationwide. The need, therefore, is for a flexible career guidance, counseling, placement, and followup program which combines some of the best components of existing systems. The PAGE 2 Project staff, with the help of a National Advisory Committee, identified this need and set out to develop materials for leaders who will train others to update and improve guidance, counseling, placement, and followup practices.

When submitting the proposal from Eastern Illinois University, the writers of the proposal drew upon the work of Campbell, Walz, Miller, and Kriger in their book, Career Guidance, A Handbook of Methods, to describe the state of the art in career guidance at that time. The following is an excerpt from the proposal:

1. Many times a sense of urgency rather than importance has influenced career guidance resource materials development. Many career guidance areas lack resource materials and others offer an abundance because procedures seemingly have developed materials without specific knowledge of what has been developed previously. Many materials developed from public funds have not become visible due to a lack of general dissemination.

2. Many career guidance resources are general in nature and seldom contain the specific information necessary for adoption into programming. Specific information is necessary to allow adopters to make judgments as to resource effectiveness for their specific situations. Career guidance based on vague notions does not facilitate adopters in planning for adequate implementation time and physical and staff resources.

3. There are limited methods described or published for students at the post-high school level. Current career development and guidance efforts are aimed at K-12 populations. The post-high school career guidance needs of youth and adults are only minimally being met.

4. Much of the predominant emphasis of career guidance literature is on describing and presenting methods which relate to individual or single school needs. Systematic programming linkage within individual systems and between school systems is generally lacking.

5. Career guidance practices and programs for unique populations are sparse and tend to be theoretical in nature. Counselors responsible for populations with diverse cultural and socioeconomic backgrounds are often forced to utilize existing materials which have been developed for typically male, white, middle-class populations. The applicability of these materials to the needs of unique groups is not generally known.

6. The roles of the "significant others" in career guidance planning and decision making, and the inclusion of them in career guidance programs have been treated only minimally. There is a need for greater consideration of the contribution of parents, business and community representatives, teachers, and other human influencers on both youth and adults in their career development. Significant interactions with people and places must be considered in career development programming. Only 20 percent of responders to the Illinois "Class of '71" Occupational Education Followup Survey indicated school personnel influenced their decision to enroll in an occupational training program.

7. Means are limited for the storing and sharing of preferred career guidance practices and programs. Only limited sources exist to which counselors can turn for information on available programs and practices and to share innovations they have developed.

8. Information concerning "innovative adoption" experiences of previous adopters in implementing programs and practices needs to be disseminated. Adoption information needs to be made available to potential

adopters so the relevant inferences related to specific situations can be drawn.

9. Career guidance programs and practices lack congruence. Practices and procedures are to a large extent constructed by "patchwork." Comprehensively developed programs planned around explicit rationale and program objectives are just beginning to emerge. This development should lead to improved programming.
10. Placement is almost entirely neglected in career development and guidance literature. While placement is alluded to, LEA personnel responsible for implementing such programs are hard pressed to find useful program development resources.
11. The training needs of career guidance personnel as well as the "usable" physical resources available need considerably greater attention.

Organization of the Project

Organization Within the University. The project was an agency of The Center for Educational Studies within the School of Education. Headquarters for the project and all staff offices were housed in the Buzzard Education Building. Administrative support was received from all levels within the university. The President of the University, the Dean of the School of Education, and the Director of Occupational Teacher Education all attended meetings at various times during the course of the project.

Liaison with Other Career Guidance and Career Education Efforts. Close liaison was maintained during the project with the following efforts:

1. Career Education Resource Laboratory (Eastern Illinois University)
2. Development of a Locally-Based Career Education and Career Guidance Inservice Education Model Project (Eastern Illinois University)
3. Illinois Division of Adult, Vocational, and Technical Education
4. Illinois Curriculum Management Center
5. American Vocational Association - Guidance Division
6. American Personnel and Guidance Association
7. Instructional Management Program to Advance Curriculum Training (Eastern Illinois University)
8. Career Exploration/Occupational Information Planning Curriculum Guides for Use at the Junior High/Middle School Level Project (Eastern Illinois University)

9. Occupational Education Coordinator's Handbook Project (Eastern Illinois University)

10. Combining Activities with Real Experiences (CARE) Project (Eastern Illinois University)

11. Career Assistance and Placement Services Project (Triton College, River Grove, Illinois)

12. Numerous Part C and Part D Projects

Staffing the Project. Staff members for the PAGE 2 Project had diversified backgrounds. Some staff members provided expertise in several areas. Four full-time staff members provided expertise in guidance and counseling, vocational and technical education, curriculum development, educational research, and inservice education.

Dr. Marla Peterson directed the project from July 1, 1975 until August 31, 1976. Dr. Peterson brought to the project a strong background as a project director. She had directed a K-6 elementary curricular guidance project of national importance--the ETC Project. She had also directed state-funded projects in elementary career education and an EPDA project to prepare curriculum specialists in career and occupational education. Dr. Peterson brought to the project a comprehensive knowledge of every aspect of career guidance at all levels K-adult.

Mrs. Janet Treichel served as Associate Director from January 1, 1976, until August 31, 1976. On September 1, 1976, she assumed the duties of project director, replacing Dr. Peterson. Mrs. Treichel had previously served as a curriculum specialist on a federally-funded career education project and as an EPDA fellow at the University of Illinois. Mrs. Treichel coordinated the writing efforts for the PAGE 2 materials and was responsible for all dissemination activities.

Mrs. Joyce Felstehausen served as a staff member on the project from January 1, 1976 until December 31, 1976. Mrs. Felstehausen brought to the project a background in vocational education followup. She had previously served as project director for a state-funded project to develop a followup system. Mrs. Felstehausen had also been an EPDA fellow at the University of Illinois before joining the PAGE 2 Project.

Mrs. Sharon Wiesemann worked full time on the project as project assistant. Her background in vocational education and English was very valuable in preparing and disseminating PAGE 2 Project materials.

A functional approach was used by the project staff. Throughout the project, there was input from many resources and at appropriate times the staff worked together as a group. At other times it was beneficial and expeditious for assignments to be delineated and individual effort resulted.

Additional individuals were identified to serve on a National Advisory Committee for the project. These individuals represented local school districts, universities, state offices of education, professional organizations such as the

American Vocational Association and the American Personnel and Guidance Association, the National Advisory Council on Vocational Education, and the United States Office of Education. Individuals providing this assistance were:

Howard Avery, Head Consultant for Guidance and Occupational Information, Department of Adult, Vocational and Technical Education, Illinois Office of Education

Dr. Gene Bottoms, President, American Vocational Association, Georgia Department of Education

Avon Crawford, Elementary Career Education Curriculum Specialist, Des Moines Public Schools

Winifred French, Guidance and Counseling Consultant, DuSable High School, Chicago Public Schools

Eldon Grossner, LEA Services Manager, Illinois Office of Education

Dr. Norman Gysbers, President, American Personnel and Guidance Association, and Professor of Education, University of Missouri

Dr. James Knott, Director of Placement, Career Planning and Placement Center, Eastern Illinois University

Donna Martin, Career Education Consultant, Illinois Office of Education

Warren Means, Executive Director, United Tribes of North Dakota Development Corporation, Bismarck, North Dakota

Dr. Betty Newlon, Assistant Professor/Career Education Specialist, Department of Counseling and Guidance, University of Arizona

Reginald Petty, Executive Director, National Advisory Council on Vocational Education, Washington, D. C.

Dr. David Pritchard, Bureau of Occupational and Adult Education, United States Office of Education

Victor Van Hook, Past President, American Vocational Association, Oklahoma State Department of Vocational-Technical Education

Raymond A. Wasil, Director, Division of Guidance and Testing, Ohio Department of Education

Project Phases. The project consisted basically of four phases:

1. Search Phase. At the beginning of the project, the staff gathered and reviewed numerous career guidance, counseling, placement, and follow-through

materials which were already in existence before the PAGE 2 Project began. For example: Career guidance needs assessment forms were found in Georgia; placement and followup components were located in Florida, Michigan, Ohio, and Illinois; a curriculum-based career guidance model had been developed in Missouri; and materials to support sex-fair career guidance practices were located in Massachusetts.

These materials were reviewed in order to extract some of their components and translate them into a comprehensive alternatives-based model for guidance, counseling, placement, and follow-through.

2. Materials Development Phase. During this phase project staff identified a considerable number of career guidance staff development needs. Role statements, counselor functions, trends, recommendations, needs, skills, roles, competencies, problems, and issues relative to career guidance staff development were identified. Based upon data gathered and data already available, an instructional resource package was developed which included instructional modules focusing on:

a. planning a career guidance program;

b. implementation approaches for a curriculum-based career guidance program; and

c. planning a job placement program.

3. Field Testing Phase. The PAGE 2 Instructional Resource Package was field tested at three sites:

a. Site A included two small rural neighboring school districts. (Each district had an enrollment of less than 1500 students.)

b. Site B had a district enrollment of approximately 2400 students.

c. Site C had a district enrollment of almost 19,000 students.

4. Dissemination Phase. Dissemination and utilization were constantly considered and emphasized throughout the entire project. The major dissemination activity took the form of a National Dissemination Seminar. Each state and trust territory was invited to send an official representative to the meeting. After the seminar, states and trust territories represented at that meeting received three of the PAGE 2 Instructional Resource Packages. The seminar activity not only familiarized persons from all over the country with the materials but also enabled project staff to provide some motivation and possible ideas for future dissemination in each state and trust territory.

Summary of Major Project Activities

The major objective of the PAGE 2 Project was to develop, test, and disseminate a flexible model for planning, organizing, and administering a comprehensive K-adult guidance, counseling, placement, and follow-through program. However, as educators began to hear about the project, a number of requests for speaking engagements and consulting assignments were directed to PAGE 2

Project staff. The following list of activities, however, include only those that are considered to be major activities in the development of PAGE 2 materials:

1. The following staff members were hired for the project in July 1975:

   Dr. Marla Peterson, Project Director
   Mrs. Sharon Wiesemann, Project Assistant

2. Letters were sent to 79 publishers requesting information on materials they have developed which might be appropriate to career guidance.

3. Materials were requested from several federally-funded projects which were concerned with career guidance.

4. ERIC system printouts of abstracts which might be appropriate for the PAGE 2 Project were requested and received. Selected materials were reviewed on microfiche and selections of relevant materials made.

5. Some limitations were established for the project by project staff. Major staff effort was directed at reviewing career guidance materials that were generated from projects funded under Parts C, D, and I of the Vocational Education Act. Commercial materials reviewed were those that: (a) resulted from Part C, D, and I efforts, and (b) were deemed by guidance and counseling experts as outstanding.

6. The following sources were also contacted for possible materials: (a) Part F - EPDA guidance and counseling projects; (b) National Institute of Education guidance and counseling projects; (c) guidance and counseling projects funded by the Bureau of Elementary and Secondary Education; (d) guidance and counseling projects funded by the Fund for Post Secondary Education; and (e) Manpower and CETA guidance and counseling projects.

7. On September 3, 1975, two staff members visited the ERIC Clearinghouse on Guidance and Counseling at the University of Michigan, Ann Arbor, and obtained documents not otherwise available from the ERIC system.

8. On September 10, 1975, two staff members visited the Center for Vocational and Technical Education at The Ohio State University to talk with Center personnel working on career guidance projects.

9. During September 1975, Information Document #1, "An Overview of The Programmatic Approach to Guidance Excellence Project," was prepared and made available for distribution to interested persons.

10. During September 1975, Research Document #1, "An Analysis of Seven Documents Related to Personnel Development Needs for Career Guidance," was prepared. This document was directed at providing the theoretical basis for PAGE 2 Project efforts.

11. During the month of October 1975, a tentative list of modules to be included in the Instructional Resource Package was developed and initial writing for the Career Guidance Facilitator's Handbook began.

12. The National Advisory Committee for the PAGE 2 Project met for the first time at Eastern Illinois University, November 25, 1975. A total of 41 persons attended that meeting. Of that number, 10 were advisory committee members. Others attending included: (a) Dean of the School of Education, (b) Director of Occupational Teacher Education, (c) Illinois Office of Education personnel, (d) occupational education educators, (e) counselor educators, (f) instructional personnel from the School of Education at Eastern, (g) project directors, (h) graduate students, and (i) PAGE 2 Project staff.

13. Three staff members attended the 1975 American Vocational Association Convention in Anaheim, California.

14. The Phi Delta Kappa education planning model was examined as a possible model to be used with the PAGE 2 materials.

15. In January 1976, Janet Treichel joined the staff full time as Associate Director, and Joyce Felstehausen joined the staff full time as K-adult coordinator.

16. During January 1976, a format for the instructional modules was devised by project staff.

17. In January 1976, project staff met for the first time with personnel who were to conduct the field testing of PAGE 2 materials.

18. A career guidance goals card sort was developed in January 1976 as an evaluation tool to be used with workshop participants.

19. During the period January 1, 1976, to March 31, 1976, major effort was directed at writing, pilot testing, and revising three instructional modules: (a) Planning a Career Guidance Program, (b) Implementation Approaches for a Curriculum-Based Career Guidance Program, and (c) Planning a Job Placement Program.

20. In March 1976 one staff member met with school district personnel throughout the state who were involved with pilot placement programs. Data collected from these persons was used for development of the placement module.

21. Multi-media materials to support the three instructional modules were developed during April 1976 by project staff and graduate assistants.

22. The evaluation and introductory sections of the Career Guidance Facilitator's Handbook were completed and reviewed by the entire project staff in April 1976.

23. Arrangements were made during April and May 1976 for the PAGE 2 National Dissemination Seminar.

24. In May 1976 project staff developed a field testing evaluation handbook and met with field testing staff to discuss evaluation procedures.

25. A mock-up of the entire PAGE 2 Instructional Resource Package was completed by project staff during May 1976.

26. The project director and associate director met with Dr. David Pritchard, project monitor, and Donald Jordan, USOE Media Clearance Officer, on May 25, 1976, to determine media clearances needed for the PAGE 2 materials.

27. The PAGE 2 materials were field tested in three one-week workshops with four Illinois school districts during June 1976. Field testing was conducted by project personnel who were developing a locally-based career education and career guidance inservice education model. The project was funded by the Illinois Office of Education, Department of Adult, Vocational and Technical Education.

28. Letters were sent to 50 state directors of vocational education and five trust territory directors of vocational education announcing the PAGE 2 National Dissemination Seminar and requesting a representative from each state and trust territory.

29. Specifications for the PAGE 2 Instructional Resource Package were prepared by project staff and sent to prospective printers.

30. Kowa Graphics, Champaign, Illinois, was selected as the printer for the Instructional Resource Package.

31. During July and August 1976 field testing data was analyzed by project staff in cooperation with statistical, evaluation, and computer consultants.

32. A request to extend the project two months until February 28, 1977, was requested and received. The extension did not require the allotment of additional funds.

33. On September 1, 1976, the associate director assumed the duties of the project director.

34. The Career Guidance Facilitator's Handbook was revised during September 1976 based on suggestions made by field testing personnel.

35. During September 1976 project staff compiled the PAGE 2 Technical Report.

36. Beginning in September materials contained in the PAGE 2 Instructional Resource Package were delivered to the printer.

37. In October 1976, the project director attended the National Vocational Education Research Conference in St. Louis, Missouri.

38. One staff member attended the Illinois Guidance and Personnel Association meeting in Chicago, Illinois, on November 4-5, 1976.

39. Two staff members attended the Commissioner's Conference on Career Education in Houston, Texas, on November 7-10, 1976.

40. Two staff members attended the Invitational Conference on Professional Preparation in Career Education in Springfield, Illinois, on November 29, 1976.

41. Mr. Kent Frison was employed by the project as an evaluation consultant to assist project staff with evaluation procedures and methods for the National Dissemination Seminar.

42. On November 17, 1976, project staff and two consultants met in Springfield, Illinois, with five members of the PAGE 2 National Advisory Committee and two other selected consultants. At the meeting a trial run of procedures planned for the National Dissemination Seminar was conducted.

43. Plans for the National Dissemination Seminar were finalized during November 1976. Thirty-nine states, two trust territories, and Washington, D. C. identified a representative to attend the seminar.

44. All materials for the PAGE 2 Instructional Resource Package were received from the printer by December 1, 1976.

45. Three staff members attended the 1976 American Vocational Association Convention in Houston, Texas.

46. On December 4, 1976, at the American Vocational Association Convention, the PAGE 2 National Dissemination Seminar was held. Fifty-two persons attended the seminar. Of the 52 persons, 35 persons were attending as official state representatives.

47. An evaluation report of the National Dissemination Seminar was delivered to the project director by the evaluation consultant on December 17, 1976.

48. During January 1977 project staff assembled the PAGE 2 Instructional Resource Packages.

49. PAGE 2 Instructional Resource Packages were prepared for mailing and three copies were sent to states and trust territories during February 1977.

50. The final report was sent to the U.S.O.E. on February 28, 1977.

Chapter II
Project Phases

As the PAGE 2 Project developed, it became evident that the project would consist of four major phases. These were:

1. Search Phase
2. Materials Development Phase
3. Field Testing Phase
4. Dissemination Phase

Search Phase

In recent years a considerable amount of work has been done in the development of components of a comprehensive career guidance program. Career planning, followup, needs assessment, curriculum-based guidance, placement, sex-fair guidance, and many other guidance components have been the focus of funded projects nationwide. Comprehensive career guidance is concerned with: self concept, role relationships, self development, interpersonal effectiveness skills, decision making, future shock, values clarification, lifestyle values, work attitudes, assessment instruments and self appraisal techniques, computerized career occupational information, individual and group counseling, and many more. Career guidance is shifting from a crisis or problem-centered orientation to a life career development orientation. Personnel responsible for delivering career guidance to students are beginning to view their efforts as a "program" rather than as "activities." New methods, skills, and resources are emerging in keeping with the changes taking place in career guidance.

There is a growing awareness that career guidance is anchored in two major concepts:

1. Guidance is a continuous, developmental process.
2. Every aspect of the school has significance for career development.

To identify previous projects and materials from which guidance components could be extracted and translated into a comprehensive system of career guidance, the PAGE 2 Project staff conducted a thorough search for pertinent information and materials. Some limitations for the project were established by project staff. It was determined that major staff effort would be directed at reviewing career guidance materials that were generated from projects funded under Parts C, D, and I of the Vocational Education Act. Commercial materials reviewed were those that: (1) resulted from Part C, D, and I efforts, and

(2) were deemed by guidance and counseling experts as outstanding. As a result, letters were sent to 79 publishers requesting information on career guidance materials and materials were requested from several federally-funded projects concerned with career guidance. ERIC system printouts of abstracts which might be appropriate for the PAGE 2 Project were requested and received. Selected materials were reviewed on microfiche and selections of relevant materials to be acquired were made.

The following sources were also contacted for possible materials: (1) Part F - EPDA guidance and counseling projects; (2) National Institute of Education guidance and counseling projects; (3) guidance and counseling projects funded by the Bureau of Elementary and Secondary Education; (4) guidance and counseling projects funded by the Fund for Post Secondary Education; and (5) Manpower and CETA guidance and counseling projects.

PAGE 2 Project staff also consulted with a number of experts in the fields of guidance and counseling and vocational education during the search phase of the project. The ERIC Clearinghouse on Guidance and Counseling at the University of Michigan, Ann Arbor, made available their library to project staff for the search. Project staff visited the Center for Vocational and Technical Education at The Ohio State University to consult with Center personnel who were presently working on projects concerned with career guidance.

Materials from all over the United States were received at the PAGE 2 Project headquarters.

As a result of the search phase of the project, a research document was developed by PAGE 2 Project staff. This document was entitled "An Analysis of Seven Documents Related to Personnel Development Needs for Career Guidance." The document was one effort which was directed at providing the theoretical basis for PAGE 2 Project efforts. In writing this paper the following seven documents were thoroughly reviewed by project staff in order to identify some general career guidance staff development needs and trends:

1. Career Education: An APGA Position Paper which was adopted by the Board of Directors of the American Personnel and Guidance Association at its meeting, December 12-14, 1974.

2. Counseling and Guidance: A Call for Change which constitutes the 6th Report of the National Advisory Council on Vocational Education, June 1, 1972.

3. "Career Guidance--Where We Are and What We Need," Chapter 7 of Career Guidance: A Handbook of Methods by Robert E. Campbell et al., Columbus: Charles E. Merrill Publishing Company, 1973.

4. "Life Career Development: A Student Needs Framework for Career Guidance," Georgia Career Guidance Project Newsletter, Vol. 1, No. 2, May 1975.

5. Career Guidance, Counseling, and Placement, Elements of an Illustrative Program Guide (A Life Career Development Perspective) by Norman C. Gysbers and Earl J. Moore, University of Missouri--Columbia, February 1974.

6. "Counselors and Career Education," Chapter 15 of Career Education: Contributions to an Evolving Concept, A Collection of Papers by Kenneth B. Hoyt, Salt Lake City: Olympus Publishing Company, 1975.

7. "Vocational Education Research Program--Present and Future Implications for Guidance" by David Pritchard in the Newsletter for Guidance Division of the American Vocational Association, Special Convention Issue, Vol. I, No. 2, October 1974.

Some of these documents were based on student needs assessments and some were based on the opinions of professional guidance personnel. Each document was discussed in order to provide an accurate understanding of the authors' intent. The following twenty-one personnel development items were specifically mentioned in one or more of the documents. Although the items are not parallel in that they represent role statements, counselor functions, recommendations, trends, needs, skills, roles, competencies, problems and issues, they do, however, all relate to staff development programs for career guidance.

1. Program planning/curriculum development/career guidance needs assessment
2. Program evaluation
3. Teacher-counselor roles in curriculum-based career guidance
4. Community involvement/field trips/community counseling resources
5. Experienced in working with business, industry, and labor
6. Communicating career education concept to school personnel and general public
7. Parent and family involvement
8. Placement
9. Followup and job adjustment
10. Specific population subgroups
11. Post high school methods and procedures
12. Counselor as change agent

13. Group guidance techniques/role playing, simulations, etc.

14. Helping students develop concept of self and interpersonal effectiveness skills

15. Decision making process

16. Helping students cope with future shock and change

17. Teaching interview skills

18. Shift in values/work values clarification/lifestyle values

19. Use of new assessment instruments and self appraisal techniques

20. Computers and other career guidance and occupational information hardware/software

21. Use of paraprofessionals and support persons

This was only one of a number of efforts by PAGE 2 Project staff to identify items relevant to personnel development for career guidance. Nothing was inferred about (1) the number of career guidance competencies already possessed by career guidance personnel in varied settings, (2) the degree to which these competencies are possessed, and (3) the personnel development needs as expressed by practicing career guidance personnel. Rather, this was a point from which to begin moving in determining the content of the PAGE 2 Project materials.

Materials Development Phase

The efforts of all staff members were concentrated on the development of the PAGE 2 materials from January 1976 until June 1976 when the field testing occurred. During this time a considerable amount of data was gathered relative to competencies which career guidance personnel believe they already possess, the extent to which career guidance personnel believe career guidance competencies are needed, and how career guidance personnel in varied settings view needed competencies for career guidance personnel and the extent to which such competencies are needed.

Based upon data gathered and data already available, the PAGE 2 Instructional Resource Package was developed by project staff. The PAGE 2 Instructional Resource Package focuses on some of the elements which are important to a comprehensive career guidance program. It was the philosophy of the PAGE 2 Project staff that to make the best use of career development principles, activities, resources in the school, and community resources, school personnel should learn how to identify and use such resources and expertise in a team approach to career guidance. In order to accomplish this, counselors, teachers, placement coordinators, educational and occupational specialists, administrators, and community personnel should be afforded an opportunity to participate in inservice programs with activities designed to develop a comprehensive career guidance program.

The purpose of the PAGE 2 Instructional Resource Package is to provide inservice training materials that will enable career guidance personnel and others to assess individual and institutional needs, determine goals, state objectives, decide on appropriate activities, and devise appropriate evaluation procedures when planning and implementing career guidance programs. The PAGE 2 program is a planning program--not a prescriptive program. Although designed primarily as inservice materials, the PAGE 2 Instructional Resource Package is also appropriate for use in pre-service undergraduate and graduate programs concerned with career guidance, counseling, placement, and follow-through.

It is important to understand that PAGE 2 materials do not purport to represent a total career guidance program. Rather, PAGE 2 Project staff developed inservice training materials for three career guidance components. Through data collected during the course of the project and data available to project staff from other sources, these three components were determined to be high priority staff development needs of career guidance personnel. The three components are:

1. Program Planning
2. Curriculum-Based Guidance
3. Job Placement

The PAGE 2 Instructional Resource Package includes:

Career Guidance Facilitator's Handbook (See Appendix A for Contents page). This handbook is designed to provide some suggested formats for career guidance inservice training. Contained in the handbook are:

a. *Pre-Workshop Strategies* - These strategies are best described as some helpful hints and suggested procedures for a workshop leader in order to make the job of preparing for a workshop a little easier. Suggested checklists, information gathering forms, activity planning forms, etc. have been included in this section as possible "helps" for the leader.

b. *Evaluation Section* - This section contains some techniques the workshop leader or instructor may wish to use for evaluation purposes when using the PAGE 2 materials. The evaluation procedures are designed primarily to assess: (1) overall instructional effectiveness and (2) attainment of lesson goals. Suggested evaluation techniques have been given for the goals within each module and lesson.

c. *Modules* - Three instructional modules are included in the package: (1) Planning a Career Guidance Program, (2) Implementation

Approaches for a Curriculum-Based Career Guidance Program, and (3) Planning a Job Placement Program. The lessons within the modules provide structures that can be modified to meet the needs of a particular group. Lessons within each module are designed to be used with the other lessons or separately. Modules may also be used separately or in a series with the other modules. Suggested activities for a two-hour workshop up to a four-day training session are offered. The modules are designed to help career guidance personnel implement some of the components of a comprehensive career guidance program.

d. *Masters* - The last section of the handbook contains master copies of all handouts and transparencies included in the instructional package. The workshop leader or instructor may use these copies as original masters from which to prepare transparencies and duplicate the number of handouts needed for a specific activity.

Career Guidance Goals Card Sort Decks. Twenty-eight card decks are provided for use in an evaluation activity. This is an *optional* activity which may be used to determine awareness of career guidance goals. Each of the 28 cards in the deck contains a goal statement and clarifying statements. Eighteen of the 28 goals are commonly considered in the literature to be career guidance goals. The other ten, while perhaps being guidance goals, are not necessarily high priority career guidance goals. Instructions for the card sort and handouts, with identifying EV numbers, are included in the Evaluation section of the Career Guidance Facilitator's Handbook.

Missing Square Puzzle. Two envelopes labeled "Missing Square Puzzle" are included in the Instructional Resource Package. Within each envelope are four smaller envelopes each containing four puzzle pieces. Instructions for the puzzle and accompanying handouts are found in Module I, Lesson 1.

Planning Boards and Markers. Twenty-eight planning boards and 28 packages of markers (45 markers in each package) are contained in the Instructional Resource Package. The planning boards and markers are used in Module I and III activities.

Career Guidance Goal Statements. Twenty-eight green envelopes each containing 18 career guidance goal statements are included for use with activities in Module I.

Job Placement Program Objectives. Seven yellow envelopes each containing 18 job placement program objectives are included for use with activities in Module III.

Extra Supplies. The envelope marked "Extra Supplies" contains (1) extra markers, (2) blank green career guidance goal statement cards, and (3) blank yellow job placement program objective cards. Instructions for using these replacement supplies are found in Module I, Lesson 2 and Module III, Lesson 1.

Technical Report. A document describing field testing procedures is contained in the Instructional Resource Package.

The actual materials in the Instructional Resource Package have been designed to accommodate a maximum of 28 participants per session.

A consistent format, parts of which were adapted from the Phi Delta Kappa education planning model, was used to develop the PAGE 2 materials. The format was designed for ease of use by the workshop leader or instructor. As career guidance concepts and components are introduced and developed, recognition must be given to the unique needs of individuals. The format of each module and each lesson provides the necessary consistency and also makes it possible for the workshop leader or instructor to individualize a module as circumstances warrant.

Each module is self-contained, incorporates a variety of activities, and includes two or more lessons to be accomplished in an approximate time period.

The basic format for each lesson is:

Goals. The basic goals for each lesson are stated in broad terms.

Group Size. The maximum number of persons for the lesson is given. A second statement may appear indicating that some activities will involve establishing small groups of a specific number of participants.

Time Required. The approximate length of time needed for the lesson is given.

Materials. A list of all needed materials for the lesson is provided. This list will include the handout (HO) numbers and titles, transparency (TR) numbers and titles, and any other materials necessary for the activities in the lesson.

Physical Setting. The physical facilities most conducive to the activities in the lesson are specified along with any media equipment needed.

Procedures. The content of the lessons involve both instructional and practice activities. Participants will be involved in "hands on" activities to develop competence in working with career guidance components and implementing programs.

To illustrate the style and content of the modules and lessons, Lesson 2 from Module I follows on pages 19-34.

MODULE I

Planning a Career Guidance Program

Lesson 2

Establishing Goals for a Comprehensive Career Guidance System

Goals

1. To make participants aware of the goals of a comprehensive career guidance system.

2. To identify individual priorities with regard to comprehensive career guidance goals.

3. To demonstrate an approach that can be used for arriving at group consensus on career guidance goals.

Group Size

Maximum number--28. Some of the activities involve the establishment of small task groups of 5-7 participants per group.

Time Required

Approximately 2 hours

Materials

Duplicate the following handouts (HOs) in the quantities indicated:

HO 3: "Directions for Individual Rating of Goals"--1 per participant
HO 4: "Career Guidance Goal Statements Rating Sheet"--1 per participant
HO 5: "Directions for Small Group, Round 1"--1 per small group
HO 6: "Small Group Mathematical Averages"--1 per small group
HO 7: "Directions for Small Group, Round 2"--1 per small group
HO 8: "Career Guidance Goal Statements"--1 per participant
HO 9: "Career Guidance Goal Statements Summary Sheet"--1 per participant

Package of career guidance goal statements--1 per participant

Package of markers--1 per participant

Planning boards--1 per participant

Pencils--1 per participant

Paper--10 sheets

"Extra Supplies" envelope

TR 2: "Career Guidance Goal Statements Summary Sheet"

Transparency marking pen (non-permanent)

Physical Setting

A large room with tables and an overhead projector is needed.

Part 1

Procedures

1. Explain to the participants that they are about to participate in an activity that will:

    a. help them become familiar with some of the goals of a comprehensive career guidance system.

    b. cause them to think about the importance they would attach to each of these goals.

   Remind them that new trends in career guidance call for a team approach to delivering career guidance services. Input from teachers, counselors, administrators, students, parents, and community members is needed to establish the goals for a career guidance program. First they will be asked to rate independently the career guidance goals which they are about to receive.

2. Distribute the following materials to *each participant*:

    1 planning board
    1 package of career guidance goal statements
    1 package of markers
    1 pencil

3. Explain the procedures to be used in rating the career guidance goals:

    a. Make sure the participants have the planning board in front of them, because they will be using the board throughout the activity.

    b. Ask participants to open the package labeled "Career Guidance Goal Statements." The package should contain 18 green career guidance goal statement cards.

    c. Ask participants to open the package containing the markers. The package should contain 45 markers.

   Participants should check to see that they have the correct number of items.

NOTE: If items are missing, replace them from the envelope labeled "Extra Supplies." If a goal card is missing, participants should determine the number of the missing card and prepare a new card by writing the goal on 1 of the blank cards in the extra supplies envelope.

4. Ask participants to read each of the green career guidance goal statement cards. As they examine each goal statement, they should read the similar goals associated with it. The similar goals listed under each of the goal statements are important for understanding the goal statement. As they read each card, they should ask themselves:

   HOW IMPORTANT IS THIS CAREER GUIDANCE GOAL FOR OUR SCHOOL SYSTEM?

5. Have participants place the goal statement cards on the planning board in the spaces provided. The cards should be placed in numerical order. There is 1 space for each card. *Emphasize that the numerical order DOES NOT indicate a priority order.* (Pause until all participants have finished this task.)

6. Tell participants to place a marker in Column 1 beside each of the 18 goal statements. Each marker has a value of 1 point. (Pause until all participants have finished this task.)

7. Now tell the participants that you are about to give them a series of directions on how they are to rate the goals. Ask them to listen carefully and *not* move the markers until you have given them the signal to do so.

8. Tell participants to reread the goal statements. They should place another marker in Column 2 for those goals they believe to be more important.

9. Tell participants to read the goal statements and follow the same procedures for Columns 3, 4, and 5 that they did for Columns 1 and 2.

10. Tell participants they must keep in mind the following as they rate the goals:

    a. All 45 markers must be used. Each marker has a value of 1 point. For example, if they wish to assign a goal a rating of 3, then markers must be placed in Columns 1, 2, and 3.

    b. At least 1 goal statement must have 5 markers (5 points) beside it.

    c. A maximum of 5 markers (5 points) is allowed for any 1 goal statement.

    d. It is not necessary for a goal statement to have a marker beside it.

    e. In the event they wish to rearrange their planning board, they may add or remove markers from the goal statements. As they reconsider the rating given to each goal, they should remember that markers must always be in horizontal sequence with no spaces between markers.

11. Distribute to *each participant*:

    HO 3: "Directions for Individual Rating of Goals"
    HO 4: "Career Guidance Goal Statements Rating Sheet"

12. Tell the participants that if they need to review the directions they have just been given, they can refer to HO 3: "Directions for Individual Rating of Goals."

13. Ask participants to look at HO 4: "Career Guidance Goal Statements Rating Sheet." When participants have finished rating the goals, they will transfer the total number of points assigned each goal to Column 1 (Individual) on the rating sheet.

14. Tell the participants that they can now go to work. They will have no more than 20 minutes to complete this activity. Participants should be told that after they have finished this individual activity, they will then work in small groups to arrive at a consensus on the goals.

NOTE: Participants should be assigned to 4 small groups consisting of 5-7 members. Assignments to the groups may be made in various ways. HOWEVER, MAXIMUM BENEFITS WILL BE RECEIVED IF GROUPS CONSIST OF INDIVIDUALS REPRESENTING VARIOUS GRADE LEVELS, ADMINISTRATION, AND COUNSELING FROM THE SAME SCHOOL BUILDING OR THE SAME SCHOOL DISTRICT. This is not a necessary condition for effective groups, but is desirable for the particular activity that is being undertaken. IMPORTANT: WHENEVER A SMALL GROUP ACTIVITY OCCURS, PARTICIPANTS WILL ALWAYS WORK IN THE SAME GROUP.

15. When participants have finished rating the goals, have them count to make sure they have 45 markers and 18 career guidance goal statements before returning these items to the appropriate packages.

NOTE: If items are missing, replace them from the envelope labeled "Extra Supplies." If a goal card is missing, participants should determine the number of the missing card and prepare a new card by writing the goal on 1 of the blank cards in the extra supplies envelope.

16. Ask participants to return all planning baords, packages of career guidance goal statements, and packages of markers to you.

17. Remind participants that they will need the "Career Guidance Goal Statements Rating Sheet" for the next activity.

Part 2

(Round 1 Group Activity)

Procedures

1. Ask participants to proceed to tables where they will work in the small group to which they were assigned (4 small groups of 5-7 participants). Remind them that they should take HO 4: "Career Guidance Goal Statements Rating Sheet" to their group.

2. Explain that the purpose of the group activity is to reach consensus or agreement on the 18 career guidance goals. There will be 2 rounds before consensus is reached.

3. Arbitrarily assign each group a number (1, 2, 3, or 4).

4. Allow each group 2 minutes to select a group leader.

5. The task for Round 1 is to obtain a mathematical average for each of the 18 career guidance goal statements. Carry out the mathematical average 2 places.

6. Distribute the following materials to *each group leader*:

   1 pencil
   1 copy of HO 5: "Directions for Small Group, Round 1"
   1 copy of HO 6: "Small Group Mathematical Averages"

7. Ask the group leader to read the directions on HO 5 to the group. Each group should follow these directions. Tell participants that they should complete this activity within 15 minutes.

Part 3

(Round 2 Group Activity)

Procedures

1. Explain that the mathematical averages which the groups just prepared will now be used as a guide to help obtain group consensus on the rating of each goal.

2. Distribute the following materials to *each group leader*:

   1 planning board
   1 package of career guidance goal statements
   1 package of markers
   1 copy of HO 7: "Directions for Small Group, Round 2"

3. Distribute 1 copy of HO 8: "Career Guidance Goal Statements" to *each participant*.

   Tell the participants that they can refer to HO 8 if they cannot see the goal statement cards.

4. Ask the group leaders to read HO 7 to the group. Each group should follow these directions. Tell participants they will have no more than 30 minutes to complete this activity.

5. When consensus has been reached in each of the 4 groups, summarize the results:

   a. Distribute 1 copy of HO 9: "Career Guidance Goal Statements Summary Sheet" to *each participant*.

   b. Place TR 2: "Career Guidance Goal Statements Summary Sheet" (same as HO 9) on the overhead projector. Record the small group scores for each goal in the columns indicated on the summary sheet.

   c. When the large group total has been computed for each goal, rank the goals. If several goals have a total of 20, each of these goals would be assigned a priority ranking of 1. If several goals have a total of 19, each of these goals would be assigned a priority ranking of 2, etc.

6. Stress that assigning priorities to goals is a useful decision-making tool for a school district as it indicates the goal areas in which schools should place the most emphasis.

7. *Optional*: Explain that it is possible to obtain even greater decision-making information by noting the degree of agreement or disagreement among all the consensus groups in the rating for each goal. The greater the degree of agreement, the more confident school district personnel

can be that they would be supported in the allocation of resources or initiation of programs either to meet an important goal or de-emphasize an unimportant goal. The estimated population variance(s) is a useful tool for indicating the degree of agreement (or disagreement) among consensus group goal ratings. The lower the estimated population variance, the greater the degree of agreement among groups as to the mean score goal rating.

The statistical formula for figuring population variance is shown on the bottom of HO 9. *Participants should be told that they will not work with this formula now* because it does take time. However, they may wish to use it in their local districts. The statistical formula is as follows:

S^2 = Estimate of population variance
N = Number of groups rating a goal
Σ = Sum up the following
X = A group's goal rating

Population Variance Formula

$$\frac{N(\Sigma X^2) - (\Sigma X)^2}{N(N-1)}$$

HO 3

Directions for Individual Rating of Goals

1. Make sure your materials include the following items:

    a 1 planning board

    b. 1 package of 18 green career guidance goal statement cards

    c. 1 package of 45 markers

    d. 1 pencil

2. Read each of the green career guidance goal statement cards. As you examine each goal statement, read the similar goals associated with it. The similar goals listed under each of the goal statements are important for understanding the goal statement. As you read each card, ask yourself:

    HOW IMPORTANT IS THIS CAREER GUIDANCE GOAL FOR OUR SCHOOL SYSTEM?

3. Place each goal statement on the planning board in the space provided. Place the cards in numerical order. There is 1 space for each card. *Numerical order DOES NOT indicate order of goal priority.*

4. Place a marker in Column 1 beside each of the 18 goal statements. Each marker has a value of 1 point.

5. Reread the goal statements. Place another marker in Column 2 for those goals you believe to be more important.

6. Read the goal statements and follow the same procedures for Columns 3, 4, and 5 that you did for Columns 1 and 2.

7. Review your planning board and keep in mind the following:

    a. All 45 markers must be used. Each marker has a value of 1 point. For example, if you wish to assign a goal a rating of 3 points, then markers must be placed in Columns 1, 2, and 3.

    b. At least 1 goal statement must have 5 markers (5 points) beside it.

    c. A maximum of 5 markers (5 points) is allowed for any 1 goal statement.

    d. It is not necessary for a goal statement to have a marker beside it.

    e. In the event you wish to rearrange the planning board, you may add or remove markers (points) from the goal statements as you reconsider the rating given to each goal. Remember, markers must always be in horizontal sequence with no spaces between markers.

8. When you finish rating your goals, transfer the total number of points (markers) for each goal to Column 1 of HO 4: "Career Guidance Goal Statement Rating Sheet."

9. Count the markers and career guidance goal statements and return them to the appropriate packages. There *must* be 45 markers and 18 goal statements; replenish as directed.

10. Return planning board, markers, and career guidance goals to the workshop leader.

HO 4

Career Guidance Goal Statements Rating Sheet

Instructions: Look at the planning board. Record the number of points you gave to each of the goal statements in the appropriate column.

Goals	Column 1 (Individual)	Column 2 (Small Group)	Column 3 (District)
1. Understand relationship of curriculum to career planning			
2. Understand how economic conditions affect career plans			
3. Appreciate community role in career development			
4. Understand significance of social systems within work settings			
5. Acquire a sense of independence			
6. Develop decision-making skills			
7. Develop skills to cope with a changing work world			
8. Develop awareness of preferred lifestyles			
9. Acquire effective interpersonal skills			
10. Understand and appreciate the discipline of work			
11. Develop career planning skills			
12. Implement educational and job placement goals			
13. Appreciate parental role in career development			
14. Develop a positive self concept			
15. Locate and use sources of occupational information			
16. Develop positive attitudes toward work			
17. Develop values clarification skills			
18. Value human dignity			

Save this sheet. You will use it again.

HO 5

Directions for Small Group

Round 1

1. Read the first goal statement on your "Career Guidance Goal Statements Rating Sheet."
2. Have each member of your group read aloud their score for that particular goal. (Read your score last.)
3. Add all the scores for each goal.
4. Record the total score for each goal in the appropriate box on HO 6: "Small Group Mathematical Averages."
5. Obtain an average by dividing the total score for the goal by the number of participants in your group.
6. Record the average for each goal on HO 6.

Use space below to add scores.

HO 6

Small Group Mathematical Averages

	Goal Statements	Avg.	Tot.
1.	Understand relationship of curriculum to career planning	☐	☐
2.	Understand how economic conditions affect career plans	☐	☐
3.	Appreciate community role in career development	☐	☐
4.	Understand significance of social systems within work settings	☐	☐
5.	Acquire a sense of independence	☐	☐
6.	Develop decision-making skills	☐	☐
7.	Develop skills to cope with a changing work world	☐	☐
8.	Develop awareness of preferred lifestyles	☐	☐
9.	Acquire effective interpersonal skills	☐	☐
10.	Understand and appreciate the discipline of work	☐	☐
11.	Develop career planning skills	☐	☐
12.	Implement educational and job placement goals	☐	☐
13.	Appreciate parental role in career development	☐	☐
14.	Develop a positive self concept	☐	☐
15.	Locate and use sources of occupational information	☐	☐
16.	Develop positive attitudes toward work	☐	☐
17.	Develop values clarification skills	☐	☐
18.	Value human dignity	☐	☐

HO 7

Directions for Small Group

Round 2

1. Each group has been given a planning board for use in this round.

2. Place the goal statements on the planning board.

3. Using the mathematical averages from HO 6 as an initial guide, the group arrives at a consensus score for each goal. HO 8 should be used as a reference if goal statements cannot be seen by all group members.

    a. A consensus score is reached when the majority agree upon a score (4 out of 7, 4 out of 6, 3 out of 5, 3 out of 4, 2 out of 3).

    b. The consensus score must be a whole number (5, 4, 3, 2, 1, or 0).

    c. Remember that all 45 markers must be used. At least 1 goal statement must have 5 markers (5 points) beside it.

    d. It is possible:

        1. that all of the markers (points) will be used before the group has rated all of the 18 goals.

            In this case the group will have to read through the goal statements and make consensus adjustments as required.

        2. that all of the markers (points) will not be used in the initial group rating process.

            In this case the group will have to read through the goal statements and make consensus adjustments because all markers (points) must be used.

4. The group leader records each goal rating in Column 2 (Small Group) of HO 4, puts materials away, and notifies the workshop leader that the group has completed its task.

HO 8

Career Guidance Goal Statements

*These are not in any order of importance.

1. UNDERSTAND RELATIONSHIP OF CURRICULUM TO CAREER PLANNING
   - A. Understand career implications of school subjects
   - B. Understand how basic skills, marketable skills, and interpersonal skills are related to career goals
2. UNDERSTAND HOW ECONOMIC CONDITIONS AFFECT CAREER PLANS
   - A. Understand how personal economics affect career plans
   - B. Understand how economic trends affect career plans
   - C. Understand the range of economic benefits associated with various occupations
3. APPRECIATE COMMUNITY ROLE IN CAREER DEVELOPMENT
   - A. Experience the reality of the work world
   - B. Gain access to role models in the work world
   - C. Understand how those in the work world evaluate and perceive you
4. UNDERSTAND SIGNIFICANCE OF SOCIAL SYSTEMS WITHIN WORK SETTINGS
   - A. Understand that occupational mobility is influenced by social systems
   - B. Understand that access to training and jobs is influenced by social systems
   - C. Understand women and minority group stereotypes
   - D. Understand work setting power structures
5. ACQUIRE A SENSE OF INDEPENDENCE
   - A. Develop ability to assign priorities to goals
   - B. Develop ways to deal with the fact that one's career goals may be different from those of significant others
6. DEVELOP DECISION-MAKING SKILLS
   - A. Understand steps in decision-making process
   - B. Understand psychological aspects of decision making
   - C. Understand that individuals make many career-related decisions
   - D. Learn to accept responsibility for one's decisions
7. DEVELOP SKILLS TO COPE WITH A CHANGING WORK WORLD
   - A. Understand how environmental changes affect work roles
   - B. Understand the relationship between commitment and tentativeness
   - C. Learn how to plan for change
8. DEVELOP AWARENESS OF PREFERRED LIFESTYLES
   - A. Learn how to assess whether preferred work roles are in harmony with non-work roles
   - B. Understand that in choosing an occupation an individual chooses a way of life
9. ACQUIRE EFFECTIVE INTERPERSONAL SKILLS
   - A. Learn how to work in various types of groups
   - B. Learn how to get along with authority figures
   - C. Learn how to get along with peers
   - D. Learn effective skills for interacting with opposite sex and minority group members
10. UNDERSTAND AND APPRECIATE THE DISCIPLINE OF WORK
    - A. Understand that persistence, organization, use of resources, and productivity help one master the environment
    - B. Understand that much of human activity involves work
11. DEVELOP CAREER PLANNING SKILLS
    - A. Understand the importance of planned vs. haphazard career-related activities
    - B. Assume responsibility for planning
    - C. Develop sense of planfulness
12. IMPLEMENT EDUCATIONAL AND JOB PLACEMENT GOALS
    - A. Understand use of placement services
    - B. Develop job seeking skills
13. APPRECIATE PARENTAL ROLE IN CAREER DEVELOPMENT
    - A. Understand how parent/child relationship affects career development
    - B. Understand relationship between parent/student expectations
14. DEVELOP A POSITIVE SELF CONCEPT
    - A. Develop perception of oneself in terms of interests, abilities, values, and goals
    - B. Develop awareness of how others see you
    - C. Develop concept of ideal self
15. LOCATE AND USE SOURCES OF OCCUPATIONAL INFORMATION
    - A. Know the human and material resources that are available
    - B. Understand the role of occupational information when making career-related decisions
16. DEVELOP POSITIVE ATTITUDES TOWARD WORK
    - A. Internalize the concept that work is a valued institution
    - B. Appreciate all kinds of work
    - C. Learn how to deal with occupational stereotypes
17. DEVELOP VALUES CLARIFICATION SKILLS
    - A. Learn how to assess which values are important to oneself
    - B. Learn skills to cope with value conflicts
    - C. Learn to work with those whose values may differ from one's own values
18. VALUE HUMAN DIGNITY
    - A. Understand interdependence of human race
    - B. Understand how to gain equal access to educational and occupational activities

HO 9

Career Guidance Goal Statements Summary Sheet

Goals	Group 1	Group 2	Group 3	Group 4	Tot.	Rank	*S^2
1. Understand relationship of curriculum to career planning							
2. Understand how economic conditions affect career plans							
3. Appreciate community role in career development							
4. Understand significance of social systems within work settings							
5. Acquire a sense of independence							
6. Develop decision-making skills							
7. Develop skills to cope with a changing work world							
8. Develop awareness of preferred life-styles							
9. Acquire effective interpersonal skills							
10. Understand and appreciate the discipline of work							
11. Develop career planning skills							
12. Implement educational and job placement goals							
13. Appreciate parental role in career development							
14. Develop a positive self concept							
15. Locate and use sources of occupational information							
16. Develop positive attitudes toward work							
17. Develop values clarification skills							
18. Value human dignity							

*S^2 = Estimate of population variance
N = Number of groups rating a goal
Σ = Sum up the following
X = A group's goal rating

Population Variance Formula

$$\frac{N(\Sigma X^2) - (\Sigma X)^2}{N(N-1)}$$

TR 2

CAREER GUIDANCE GOAL STATEMENTS SUMMARY SHEET

Goals	Group 1	Group 2	Group 3	Group 4	Tot.	Rank	*S²
1. Understand relationship of curriculum to career planning							
2. Understand how economic conditions affect career plans							
3. Appreciate community role in career development							
4. Understand significance of social systems within work settings							
5. Acquire a sense of independence							
6. Develop decision-making skills							
7. Develop skills to cope with a changing work world							
8. Develop awareness of preferred life-styles							
9. Acquire effective interpersonal skills							
10. Understand and appreciate the discipline of work							
11. Develop career planning skills							
12. Implement educational and job placement goals							
13. Appreciate parental role in career development							
14. Develop a positive self concept							
15. Locate and use sources of occupational information							
16. Develop positive attitudes toward work							
17. Develop values clarification skills							
18. Value human dignity							

$*S^2$ = Estimate of population variance
N = Number of groups rating a goal
Σ = Sum up the following
$\overline{X}$ = A group's goal rating

Population Variance Formula

$$\frac{N(\Sigma X^2) - (\Sigma X)^2}{N(N-1)}$$

Field Testing Phase

Field testing of the PAGE 2 materials was conducted during three one-week workshops in three Illinois school districts during June 1976.

Chapter III details the procedures used in the field testing.

Dissemination Phase

Dissemination plans began at the time the proposal for the PAGE 2 Project was written. At that time it was determined that a National Dissemination Seminar would be held at the conclusion of the project.

In April 1976, arrangements were made to conduct the PAGE 2 National Dissemination Seminar as a Guidance Division session at the 1976 American Vocational Association Convention in Houston, Texas.

In July 1976, letters were sent to 50 state directors of vocational education and five trust territory directors of vocational education announcing the National Dissemination Seminar and requesting a representative from each state and trust territory. The letter further stated that after the seminar three PAGE 2 Instructional Resource Packages containing the following items would be sent to each state representative: (1) Career Guidance Facilitator's Handbook, (2) 28 career guidance planning boards, (3) 28 decks of career guidance goal card sorts, (4) 28 sets of career guidance goal statements, (5) 7 sets of job placement objectives, and (6) a technical report (See Appendix B). As a result, 13 states responded by sending the name and address of the person who was to represent that state at the seminar. In September 1976, the identical letter was sent a second time to those directors of vocational education who had not responded. A second followup letter was sent in October 1976 (See Appendix B).

By November 30, 1976, responses had been received from 39 states, two trust territories, and Washington, D. C. stating a representative from their respective state or trust territory would attend the National Dissemination Seminar. States that responded to the invitation are identified in Figure 1 (States which are shaded are those that responded.)

An information packet was sent to each designated representative prior to the seminar. Included in the packet were: (1) an information brochure about the PAGE 2 Project, (2) a letter providing the location and time of the seminar, and (3) housing information for the American Vocational Association Convention.

The PAGE 2 National Dissemination Seminar was held on December 4, 1976, from 2:00-5:00 p.m., at the Albert Thomas Convention Center in Houston, Texas. Fifty-two persons attended the seminar. Of the 52 persons, 35 actually attended as official state representatives.

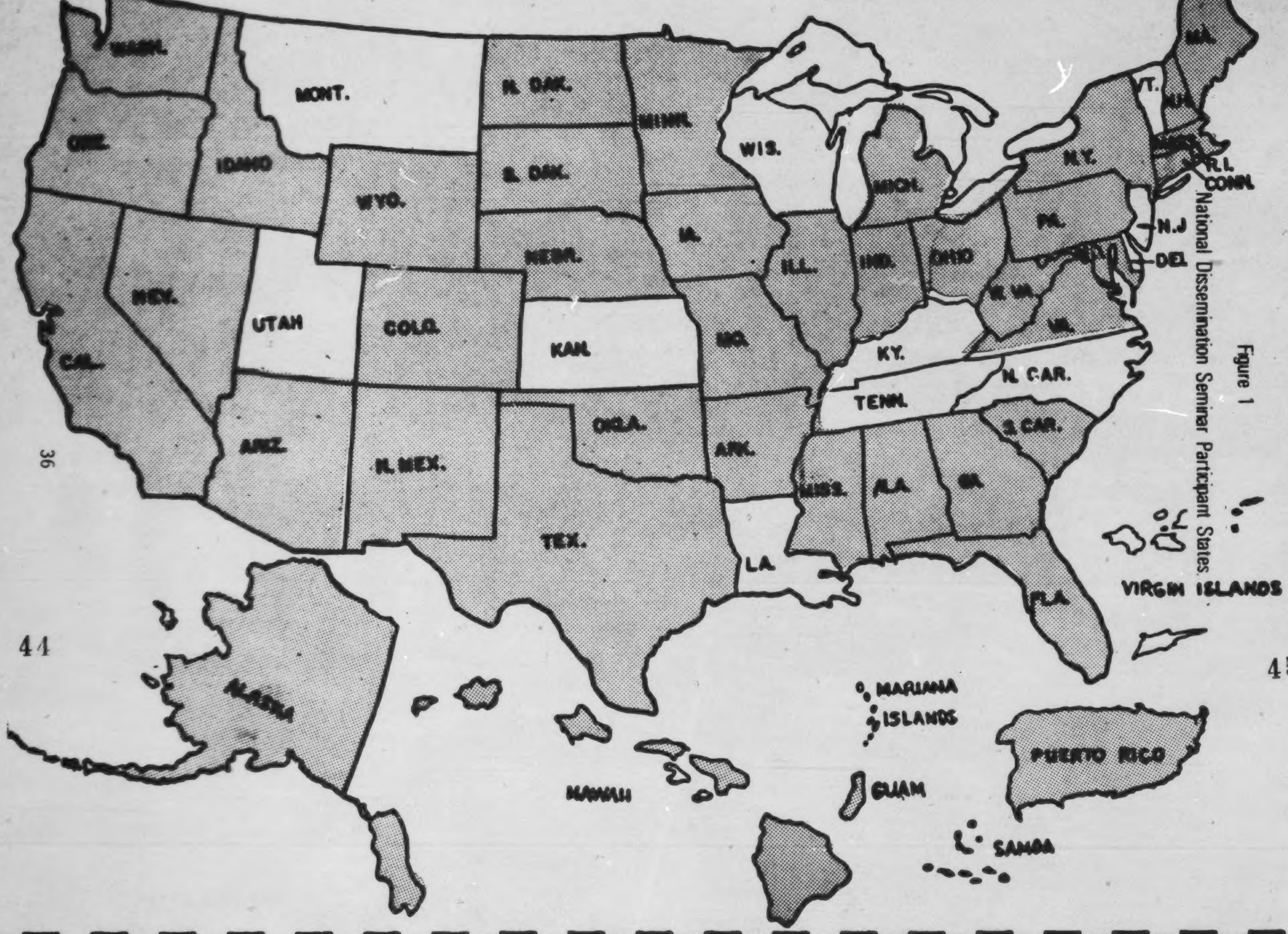


Figure 1
National Dissemination Seminar Participant States.

States represented were:

Alabama
Alaska
Arizona
Arkansas
Colorado
Connecticut
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Maine
Maryland
Minnesota
Missouri
Nebraska
New Hampshire
New Mexico
Nevada
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Puerto Rico
Rhode Island
South Carolina
South Dakota
Texas
Virginia
Washington
West Virginia
Wyoming

The objectives of the seminar were:

1. To assist the participants of the seminar to become somewhat familiar with the materials contained in the PAGE 2 Instructional Resource Package.

2. To motivate the participants to promote the PAGE 2 Instructional Resource Package.

3. To provide some possible ideas for disseminating the PAGE 2 materials.

The format for the seminar was very activity oriented with participants experiencing some of the activities contained in the PAGE 2 materials. With PAGE 2 Project staff, selected members of the PAGE 2 National Advisory Committee, and selected consultants serving as facilitators, many of the seminar activities were conducted in small group settings. Some time was also spent in a large group discussion format. The seminar program appears as Figure 2.

In order to assist participants with dissemination of PAGE 2 materials in their states, the concluding discussion dealt with that topic. PAGE 2 Project staff furnished each participant with the following items: (1) a brochure master (Appendix C); (2) a news release (Appendix D); (3) a journal or newsletter article (Appendix E); and (4) a list of suggested persons and agencies who should receive information about PAGE 2 materials including the names and addresses of all counselor education institutions in their state.

Figure 2

National Dissemination Seminar

2:00-5:00 p.m., December 4, 1976

Presider: Dr. David Pritchard, Bureau of Occupational and Adult Education, United States Office of Education

Presenters: Dr. Marla Peterson, The Center for Vocational Education, The Ohio State University

Mrs. Carol Sanders, Occupational Teacher Education, Eastern Illinois University

Mrs. Janet Treichel, The Center for Educational Studies, Eastern Illinois University

Mrs. Joyce Felstehausen, The Center for Educational Studies, Eastern Illinois University

Recorder: Mrs. Sharon Wiesemann, The Center for Educational Studies, Eastern Illinois University

Hosts and Hostesses:
Dr. Gene Bottoms, Georgia State Department of Education
Mrs. Avon Crawford, Des Moines Public Schools
Dr. Norman Gysbers, University of Missouri
Dr. Betty Newlon, University of Arizona
Mr. Victor Van Hook, Oklahoma State Department of Vocational-Technical Education

Program:

2:00-2:30 Welcome and Introductions
Dr. David Pritchard

Overview of the PAGE 2 Project
Dr. Marla Peterson

2:30-4:30 Small Group Participation in Selected PAGE 2 Activities
Mrs. Carol Sanders

Small Group Presentations of the PAGE 2 Instructional Resource Package and Dissemination Discussions
PAGE 2 Project Staff
PAGE 2 Project Consultants
PAGE 2 National Advisory Committee Members

4:30-5:00 Large Group Dissemination Discussion and Questions

At the conclusion of the seminar, each participant was asked to do two things: (1) complete three mailing labels with the correct name and address for mailing three Instructional Resource Packages to their state; and (2) complete an evaluation form for the seminar (See Figure 3).

Using the mailing labels provided by participants, project staff sent three PAGE 2 Instructional Resource Packages in February, 1977, to states and trust territories that were represented at the National Dissemination Seminar. A list of state contact persons who received the PAGE 2 Instructional Resource Package as a result of their state being represented at the seminar is on page 42.

The evaluation forms completed by 44 seminar participants were collected and analyzed by an evaluation consultant for the PAGE 2 Project. A summary of the evaluation data is provided in Table 1. The complete evaluation report appears as Appendix F.

The evaluation report concludes with the following statements by the evaluator:

> It appears that the seminar was very successful in achieving its objectives. Personal observations of the evaluator indicate that the participants were enthusiastic about becoming familiar with the materials, motivated to promote and disseminate the materials, but above all interested in having the materials disseminated to them as soon as possible in order to begin using them.
>
> An additional indication of the success of the seminar and apparently an indication of the perceived value of the PAGE 2 Instructional Resource Package is the fact that the project staff was contacted and asked to present a similar seminar again during the 1977 American Vocational Association Convention. The program chairperson for the Guidance Division of AVA made the request and suggested that the seminar be open to all who desired to attend. This appears to be an indication of the need for and value of the PAGE 2 materials.

Figure 3

PAGE 2 NATIONAL DISSEMINATION SEMINAR
Participant Evaluation Form

DIRECTIONS: To evaluate the effectiveness of this seminar, we would appreciate your completing this form. Circle the appropriate words which indicate your response to each question. Comments may be given, as desired.

1. To what extent are you familiar with the materials contained in the PAGE 2 Instructional Resource Package?

Very Familiar	Quite Familiar	Somewhat Familiar	Hardly Familiar	Not at All Familiar

Comment ______________________________

2. To what extent are you motivated to promote the PAGE 2 Instructional Resource Package?

Very Motivated	Quite Motivated	Somewhat Motivated	Hardly Motivated	Not at All Motivated

Comment ______________________________

3. To what extent are you clear about the purpose of the PAGE 2 Instructional Resource Package?

Very Clear	Quite Clear	Somewhat Clear	Hardly Clear	Not at All Clear

Comment ______________________________

4. To what extent is there a need for staff development materials in career guidance?

Very Needed	Quite Needed	Somewhat Needed	Hardly Needed	Not at All Needed

Comment ______________________________

5. Did the seminar provide you with some possible ideas for disseminating the PAGE 2 materials?

Yes	Undecided	No

Comment ______________________________

6. Did the participatory format of the seminar aid in understanding the PAGE 2 Instructional Resource Package?

Yes	Undecided	No

Comment ______________________________

7. Briefly state the purpose of the PAGE 2 Instructional Resource Package.

THANK YOU FOR YOUR ASSISTANCE.

Table 1

National Dissemination Seminar

Participant Responses

1. To what extent are you familiar with the materials contained in the PAGE 2 Instructional Resource Package?

Very Familiar	Quite Familiar	Somewhat Familiar	Hardly Familiar	Not at All Familiar
4 (9%)	12 (27%)	21 (48%)	4 (9%)	3 (7%)

2. To what extent are you motivated to promote the PAGE 2 Instructional Resource Package?

Very Motivated	Quite Motivated	Somewhat Motivated	Hardly Motivated	Not at All Motivated
11 (25%)	23 (52%)	9 (20%)	1 (2%)	0 (0%)

3. To what extent are you clear about the purpose of the PAGE 2 Instructional Resource Package?

Very Clear	Quite Clear	Somewhat Clear	Hardly Clear	Not at All Clear
15 (34%)	22 (50%)	6 (14%)	1 (2%)	0 (0%)

4. To what extent is there a need for staff development materials in career guidance?

Very Needed	Quite Needed	Somewhat Needed	Hardly Needed	Not at All Needed
29 (66%)	13 (30%)	2 (5%)	0 (0%)	0 (0%)

5. Did the seminar provide you with some possible ideas for disseminating the PAGE 2 materials?

Yes	Undecided	No	No Response
41 (93%)	2 (5%)	0 (0%)	1 (2%)

6. Did the participatory format of the seminar aid in understanding the PAGE 2 Instructional Resource Package?

Yes	Undecided	No	No Response
41 (93%)	1 (2%)	1 (2%)	1 (2%)

State Contact Persons for the PAGE 2 Instructional Resource Package:

Corry M. Hutchens, Vocational Counseling Specialist, State Department of Education, Montgomery, Alabama 36130
Dr. Ron Daugherty, Director, Center for Staff Development, Anchorage, Alaska 99502
Giles Shivers, Guidance Specialist, Department of Education, Phoenix, Arizona 85007
Oswald Weise, Jr., Arkansas Department of Education, Little Rock, Arkansas 72201
Nellie R. McCool, Guidance and Job Development, State Board for Community Colleges and Occupational Education, Denver, Colorado 80203
Dr. Saul Dulberg, Consultant, Department of Education, Hartford, Connecticut 06115
Helen Lipscomb, Consultant, Department of Education, Tallahassee, Florida 32304
Dr. Paul Vail, Department of Education, Atlanta, Georgia 30334
Dr. Sam Shigetomi, State Director for Vocational Education, Honolulu, Hawaii 96822
Dr. Stephen Feit, Idaho State University, Pocatello, Idaho 83209
James W. Smith, Special Programs Unit, Illinois Office of Education, Springfield, Illinois 62777
Kim Powers, Career Exploration and Guidance, State Department of Education, Indianapolis, Indiana 46204
Edward Ranney, Consultant, Department of Public Instruction, Des Moines, Iowa 50319
Dr. Charles Ryan, Professor of Education, University of Maine, Orono, Maine 04473
Nancy Pinson, Department of Education, Baltimore, Maryland 21240
Reynold Erickson, Director, Pupil Personnel Services, St. Paul, Minnesota 55101
Dr. Tom Mock, State Department of Elementary and Secondary Education, Jefferson City, Missouri 65101
Evelyn Lavaty, Consultant, State Department of Education, Lincoln, Nebraska 68509
Josephine Hayslip, Career and Vocational Guidance Consultant, State Department of Education, Concord, New Hampshire 03301
Dr. Jean Page, Career Education Coordinator, State Department of Education, Santa Fe, New Mexico 87501
Annette Ezell, Department of Education, Carson City, Nevada 89701
Robert Lamp, Supervisor, Vocational Guidance, State Board for Vocational Education, Bismarck, North Dakota 58505
Jack Ford, Asst. Director, Div. of Vocational Education, Columbus, Ohio 43215
Tom Hollingsworth, Guidance and Counseling, State Department of Education, Oklahoma City, Oklahoma 73105
Joan Siebert, Career Education, Department of Education, Salem, Oregon 97310
Bruce Shellenberger, State Department of Education, Harrisburg, Pennsylvania 17126
Gladys Abad de Sanchez, Department of Education, Hato Rey, Puerto Rico 00919
Frank Santoro, State Department of Education, Providence, Rhode Island 02908
W. C. Pinson, 912 Rutledge Building, Columbia, South Carolina 29201
Carl Ritenour, Project Director, Huron Public Schools, Huron, South Dakota 57350
Bob Mann, Texas Education Agency, Austin, Texas 78701
Bill Hollenback, North Texas State University, Denton, Texas 76203
Marguerite Crumley, Associate Director of Vocational Education, State Department of Education, Richmond, Virginia 23216
Jay Wood, Office of the Superintendent of Public Instruction, Olympia, Washington, 98504
Dr. Joseph Freund, Director of Program Services, State Department of Education, Charleston, West Virginia 25305
James Anderson, Career Guidance Consultant, State Department of Education, Cheyenne, Wyoming 82001

Chapter III

Procedures

Evaluation Philosophy

In formative evaluation the application of a strict experimental design is not always possible or feasible. Guba and Stufflebeam (1968) summarize four distinct disadvantages in using experimental design in formative project stages:

> On the surface, the application of experimental design to evaluation problems seems reasonable, since traditionally both experimental research and evaluation have been used to test hypotheses about the effects of treatments. However, there are four distinct flaws with this reasoning.
>
> *First, the application of experimental design to evaluation problems conflicts with the principle that evaluation should facilitate the continual improvement of a program.* Experimental design prevents rather than promotes changes in the treatment because treatments cannot be altered in process if the data about differences between treatments are to be unequivocal. Thus, the treatment must accommodate the evaluation design rather than vice versa; . . . conceptions of evaluation are needed which would stimulate rather than stifle dynamic development of programs.
>
> *A second flaw in the experimental design type of evaluation is that it is useful for making decisions after a project has run full cycle but almost useless as a device for making decisions during the planning and implementation of a project.* It provides data after the fact about the relative effectiveness of two or more treatments. Such data, however, are neither sufficiently specific and comprehensive nor are they provided at appropriate times to assist the decision maker to determine what a project should accomplish, how it should be designed, or whether the project activities should be modified in process. . . .
>
> *A third problem with the experimental design type of evaluation is that it is suited to the antiseptic conditions of the laboratory but not to the septic conditions of the classroom.* . . . far from wishing to *screen out* possible sources of interference, evaluation is actually concerned with *inviting interference* so that results under the worst possible circumstances can also be assessed.
>
> A fourth flaw inherent in the application of conventional experimental design is the possibility that *while internal validity may be gained through the control of extraneous*

> *variables, such an achievement is accomplished at the expense of external validity*. . . . Clearly it is important to know educational innovations operate under real world conditions. (pp. 14-16)

The PAGE 2 field testing phase was formative in nature. The evaluation plan was formulated for the purpose of (1) assessing the overall effectiveness of the materials; (2) identifying needed modifications; and (3) determining areas in need of special emphasis by future workshop facilitators.

The field test evaluation design was divided into three components: (1) administrative feasibility and product usability; (2) achievement of lesson objectives; and (3) overall effectiveness of the workshop strategy, approach, content, and materials.

Administrative Feasibility and Product Usability

Each member of the workshop staff was asked to complete a structured observation log (See Appendix G). The technique was designed to gather responsive evaluation data (Stake, 1972). According to Stake, responsive evaluation is ". . . particularly useful during formative evaluation when the project staff needs help in monitoring the program and when no one is sure what the problems will be." (p. 2) To do responsive evaluation, the evaluator conceives a plan of observation and arranges for various individuals to make the observations. Observations were sought relative to:

1. participants' reactions to instructional activities.
2. the usability of handouts (HOs).
3. the validity of the 18 career guidance goal statements.
4. the mechanics of managing the lessons.

To further determine product usability, key handouts were collected and analyzed. This procedure helped project staff identify areas of needed modification. In addition, workshop staff members were asked to submit a revised draft of the Facilitator's Handbook. The revisions were based upon their experience in running the three workshops. The revisions were reviewed and needed modifications were made where feasible.

Achievement of Lesson Objectives

Many of the handouts (HOs) in the PAGE 2 Instructional Resource Package were designed to be used as criterion-referenced measurement instruments. Several HOs were identified as "key HOs" because they were dependent upon the successful completion of other activities. The collection and analysis of these key handouts were an unobtrusive way of gathering evaluation data.

Overall Effectiveness

Two evaluation techniques were used to assess the overall effectiveness of the PAGE 2 strategy, approach, content, and materials: (1) the Career Guidance Goals Card Sort and (2) the Workshop Evaluation rating scale.

Career Guidance Goals Card Sort. This technique was designed to determine participants' awareness of career guidance goals before and after the use of the PAGE 2 materials. The Career Guidance Goals Card Sort is a pretest-posttest technique consisting of 28 goals--18 of which were included in Module I lessons.

A quasi-experimental research design was used in this phase of the testing. The design was based upon the rigorously controlled Randomized Solomon Four-Group Design illustrated in Figure 4. This design uses a control group pretest-posttest approach to control for (1) the main effects of pretesting, (2) the interaction effects of pretesting, and (3) the combined effects of maturation and history.

As in most quasi-experimental research, it was not possible to rigorously control all the variables during the field testing. The use of preassembled groups meant that subjects could not be assigned at random to the experimental and control groups. However, within the experimental groups and the control group random assignments were made for pretesting. A control group that was as similar as availability permitted was selected. Isaac and Michael (1971) state that the effects of the violation of random assignment to the experimental and control groups on internal validity is not serious if the groups have similar means and standard deviations on the pretest. A test for significant difference between sample means and variance was conducted to determine the similarity of the groups on pretest scores.

Figure 4

The Randomized Solomon Four-Group Design*

Group	Pretest	Treatment	Posttest
1 - Pretested Experimental (R)**	T_1	X	T_2
2 - Pretested Control (R)	T_1		T_2
3 - Unpretested Experimental (R)		X	T_2
4 - Unpretested Control (R)			T_2

*Adapted from Isaac, S. and Michael, W. B. *Handbook in research and evaluation.* San Diego: Robert R. Knapp, Publisher, 1971.

**(R): Random Assignment

The card sort was administered twice. The experimental group was pretested on the first day of the workshop before instruction began. The posttest was administered on the third day of the workshop after the completion of Module I lessons. The card sort was also administered to the control group with one day of instruction intervening between the pretesting and posttesting. The same workshop facilitator administered the card sort to all experimental and control groups. Figure 5, "Career Guidance Goals Card Sort Items"; Figure 6, "EV 1: Card Sort Instructions"; and Figure 7, "EV 2: Card Sort Summary Sheet" illustrate the technique that was used.

Workshop Evaluation Rating Scale. A rating scale was devised for the purpose of obtaining feedback from workshop participants relative to organization, appropriateness of the activities, material, scope, anticipated benefit, and overall effectiveness of the PAGE 2 materials. In addition, open-ended responses to stronger and weaker features of the materials were sought. See Figure 8, "EV 5: Workshop Evaluation" for the rating scale used. All participants were asked to complete the "Workshop Evaluation" at the conclusion of the workshop.

Limitations. Because time constraints are an inherent part of grants such as the one under which the PAGE 2 materials were developed, field testing permitted only an assessment of short-range outcomes. Long-range outcomes, while of great concern, could not be measured due to such time restrictions.

Although PAGE 2 materials were designed to be used with groups of varying composition, field testing was limited to local school district personnel from three Illinois school districts. The effectiveness of using the materials with other groups was not assessed.

Modules and lessons were presented in sequence on three consecutive days. The effectiveness of other arrangements of modules, lessons within the modules, and other scheduling situations were not assessed.

The same facilitators conducted the workshops at all three sites. This was done to help insure field testing consistency.

Figure 5

Career Guidance Goals Card Sort Items

1. DEVELOP SKILLS TO COPE WITH A CHANGING WORK WORLD
    A. Understand how environmental changes affect work roles
    B. Understand the relationship between commitment and tentativeness
    C. Learn how to plan for change

2. UNDERSTAND THE CONTRIBUTION OF LEISURE TO SELF-SATISFACTION
    A. Develop ability to use leisure time productively
    B. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time

3. UNDERSTAND AND APPRECIATE THE DISCIPLINE OF WORK
    A. Understand that persistence, organization, use of resources, and productivity help one master the environment
    B. Understand that much of human activity involves work

4. LEARN HOW BEHAVIOR AFFECTS CAREER OPPORTUNITIES
    A. Learn how maladaptive behavior affects others
    B. Learn how maladaptive behavior affects one's career opportunities

5. UNDERSTAND HOW ECONOMIC CONDITIONS AFFECT CAREER PLANS
    A. Understand how personal economics affect career plans
    B. Understand how economic trends affect career plans
    C. Understand the range of economic benefits associated with various occupations

6. DEVELOP DECISION-MAKING SKILLS
    A. Understand steps in decision-making process
    B. Understand psychological aspects of decision making
    C. Understand that individuals make many career-related decisions
    D. Learn to accept responsibility for one's decisions

7. DEVELOP VALUES CLARIFICATION SKILLS
    A. Learn how to assess which values are important to oneself
    B. Learn skills to cope with value conflicts
    C. Learn to work with those whose values may differ from one's own values

8. DEVELOP AWARENESS OF PREFERRED LIFESTYLES
    A. Learn how to assess whether preferred work roles are in harmony with non-work roles
    B. Understand that in choosing an occupation an individual chooses a way of life

9. UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING
    A. Develop understanding and appreciation of the principles of living in a family group
    B. Develop attitudes leading to acceptance of responsibilities as family members
    C. Develop an awareness of future family responsibilities

10. UNDERSTAND RELATIONSHIP OF CURRICULUM TO CAREER PLANNING
    A. Understand career implications of school subjects
    B. Understand how basic skills, marketable skills, and interpersonal skills are related to career goals

11. DEVELOP A POSITIVE SELF CONCEPT
    A. Develop perception of oneself in terms of interests, abilities, values, and goals
    B. Develop awareness of how others see you
    C. Develop concept of ideal self

12. DEVELOP POSITIVE ATTITUDES TOWARD WORK
    A. Internalize the concept that work is a valued institution
    B. Appreciate all kinds of work
    C. Learn how to deal with occupational stereotypes

13. APPRECIATE PARENTAL ROLE IN CAREER DEVELOPMENT
    A. Understand how parent/child relationship affects career development
    B. Understand relationship between parent/student expectations

14. DEVELOP POSITIVE USE OF EMOTIONS
    A. Understand ways to use emotions constructively
    B. Understand the effect of sex role stereotyping of emotions

15. APPRECIATE COMMUNITY ROLE IN CAREER DEVELOPMENT
    A. Experience the reality of the work world
    B. Gain access to role models in the work world
    C. Understand how those in the work world evaluate and perceive you

16. DEVELOP LEADERSHIP SKILLS
    A. Learn moral and ethical responsibilities of a leader
    B. Understand personal characteristics necessary for leadership
    C. Develop leadership skills appropriate for work groups

17. ACQUIRE A SENSE OF INDEPENDENCE
    A. Develop ability to assign priorities to goals
    B. Develop ways to deal with the fact that one's career goals may be different from those of significant others

18. ACQUIRE COGNITIVE DATA ABOUT A VARIETY OF OCCUPATIONS
    A. Know the data contained in the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*
    B. Know salary data on a variety of occupations

19. LOCATE AND USE SOURCES OF OCCUPATIONAL INFORMATION
    A. Know the human and material resources that are available
    B. Understand the role of occupational information when making career-related decisions

20. APPRECIATE HOW CULTURE AND BEAUTY CONTRIBUTE TO SELF-SATISFACTION
    A. Express self through various media (art, music, writing)
    B. Develop an appreciation for beauty in various forms

21. ACQUIRE SKILLS TO ENTER A SPECIFIC FIELD OF WORK
    A. Develop abilities and skills needed for immediate employment
    B. Develop an appreciation of good workmanship in a specific skill area

22. UNDERSTAND SIGNIFICANCE OF SOCIAL SYSTEMS WITHIN WORK SETTINGS
    A. Understand that occupational mobility is influenced by social systems
    B. Understand that access to training and jobs is influenced by social systems
    C. Understand women and minority group stereotypes
    D. Understand work setting power structures

23. IMPLEMENT EDUCATIONAL AND JOB PLACEMENT GOALS
    A. Understand use of placement services
    B. Develop job seeking skills

24. ACQUIRE EFFECTIVE INTERPERSONAL SKILLS
    A. Learn how to work in various types of groups
    B. Learn how to get along with authority figures
    C. Learn how to get along with peers
    D. Learn effective skills for interacting with opposite sex and minority group members

25. VALUE HUMAN DIGNITY
    A. Understand interdependence of human race
    B. Understand how to gain equal access to educational and occupational activities

26. DEVELOP WAYS TO DEAL WITH PERSONAL PROBLEMS
    A. Learn to identify and understand personal problems
    B. Develop ways to resolve or cope with conflict

27. UNDERSTAND THE IMPORTANCE OF HARD WORK
    A. Develop intrinsic satisfaction from hard work
    B. Recognize the relationship of economic and personal rewards to one's willingness to work hard

28. DEVELOP CAREER PLANNING SKILLS
    A. Understand the importance of planned vs. haphazard career-related activities
    B. Assume responsibility for planning
    C. Develop sense of planfulness

Figure 6

EV 1

Card Sort Instructions

You have been given a set of 28 cards and a Card Sort Summary Sheet. A Goal Statement appears on each card. Ask yourself:

HOW IMPORTANT IS THIS GOAL FOR A K-12 COMPREHENSIVE CAREER GUIDANCE PROGRAM?

You are to follow specific instructions for sorting the 28 cards into 7 piles. The cards are to be sorted on a rank-order continuum from "Goal of *GREATEST IMPORTANCE* in Career Guidance" to "Goal of *NO IMPORTANCE* in Career Guidance" with varying degrees of importance between the extremes. The numbers below the line, 1, 3, 6, . . . 3, 1, represent the number of cards to be placed in each pile. That is, you will select the 1 goal you consider to be of greatest importance in career guidance, the 3 goals you consider to be of next greatest importance . . . on down to the 3 goals you consider to be of very little importance and the 1 goal you consider to be of no importance.

Goal of *GREATEST IMPORTANCE* in Career Guidance						Goal of *NO IMPORTANCE* in Career Guidance
1 card	3 cards	6 cards	8 cards	6 cards	3 cards	1 card

Sort the cards into piles as directed.

Reconsider each Goal Statement to determine if you want to make any changes.

You now have 7 stacks of cards each containing a specific number of cards. The "Card Sort Summary Sheet" contains blanks that are numbered 1 through 28. At this time you are to rank order the cards within each pile according to importance. This will result in a rank order listing of the goals from 1 to 28 which you will record on the "Card Sort Summary Sheet."

Look at the 7 piles of cards. Since there is only 1 card in the first pile (Goal of *GREATEST IMPORTANCE* in Career Guidance) and in the last pile (Goal of *NO IMPORTANCE* in Career Guidance), no decision regarding order of importance has to be made. The second pile of 3 cards contains goals you consider to be of next greatest importance. Decide which of these 3 goals is more important than the other 2 and place this goal card on top of this pile. Which of the goals left is more important than the other? This is your second card in this pile and the remaining card becomes the last card in the pile. Follow this procedure to rank order each of the remaining piles of cards.

You now have 7 stacks of cards. Each stack contains a specified number of cards and the cards within each stack have been rank ordered by importance with the most important goal on the top.

Is this the final order you want? If it is, record the number of each goal on the blanks provided on the "Card Sort Summary Sheet." That is, the number of the 1 goal you consider to be of *GREATEST IMPORTANCE* should be recorded on the blank to the right of the number 1. The number of the goal on the top of the pile containing the next 3 goals of greatest importance is recorded on the blank to the right of the number 2. Continue until you have recorded all the numbers of the goals in the order of importance from 1 to 28.

Name ______________________________

Figure 7

EV 2

Card Sort Summary Sheet

Goal of
GREATEST IMPORTANCE
in Career Guidance

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________
11. __________
12. __________
13. __________
14. __________
15. __________
16. __________
17. __________
18. __________
19. __________
20. __________
21. __________
22. __________
23. __________
24. __________
25. __________
26. __________
27. __________
28. __________

Goal of
NO IMPORTANCE
in Career Guidance

Please provide the following information:

Position (*Check the blank.*)
________ 1 Counselor
________ 2 Administrator
________ 3 Teacher
________ 4 Other

Level (*Check the blank.*)
________ 1 K - 3
________ 2 4 - 6
________ 3 7 - 9
________ 4 10 - 12
________ 5 K - 12
________ 6 Not Applicable

Total District Enrollment
(*Check the blank.*)
________ 1 Under 1500 students
________ 2 1500 - 3000 students
________ 3 Over 3000 students
________ 4 Not Applicable

Sex (*Check the blank.*)
________ 1 Female
________ 2 Male

Age ______________________

Figure 8

EV 5

Workshop Evaluation

We would like to determine if: (1) the workshop met your needs.
(2) the workshop design and activities were appropriate for achieving workshop objectives.

Directions: Please circle the number which best expresses your reaction to each of the items below. Space for your comments is provided on the bottom portion of the page.

1.	The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1
2.	The organization of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
3.	Workshop materials and activities were:	Interesting 7	6	5	4	3	2	Dull 1
4.	The scope of the coverage was:	Adequate 7	6	5	4	3	2	Inadequate 1
5.	My attendance at the workshop should prove:	Beneficial 7	6	5	4	3	2	Not Beneficial 1
6.	Overall, I thought this workshop was:	Excellent 7	6	5	4	3	2	Poor 1

The stronger workshop features were: ______________________________

____

____

____

The weaker workshop features were: ______________________________

____

____

____

Comments: ____

____

____

Field Testing

Field testing of the PAGE 2 Instructional Resource Package was conducted by project personnel who were developing a locally-based career education and career guidance inservice education model. The career education/career guidance inservice education project was funded by the Illinois Office of Education, Department of Adult, Vocational and Technical Education from monies appropriated for FY 76 professional and curriculum development activities. The field testing staff was housed at Eastern Illinois University, Charleston, Illinois. The field testing was conducted during three one-week workshops in three Illinois school districts during June, 1976.

Site selection, workshop planning, and workshop activities were conducted solely by field testing personnel independent of PAGE 2 staff.

Selection of Field Test Sites. Three school districts were chosen as field test sites. The selected sites (hereafter referred to as Sites A, B, and C) were to meet the following criteria:

1. Must represent one of three specified district enrollment levels.

Site	District Enrollment	Workshop Dates
A	Under 1500 students	June 7-11
B	1500-3000 students	June 14-18
C	Over 3000 students	June 21-25

2. At least one site must be located in a rural area.
3. At least one site must be located in an urban area.
4. Must be interested in developing a comprehensive career guidance program.
5. Must guarantee 15-28 registered workshop participants.[1]
6. Must guarantee participants representing administrators, counselors, teachers (elementary, junior high, and high school) and encourage participation from at least one local business and industry.

Workshop announcements, site selection criteria, and site applications (See Figure 9) were sent to 175 Illinois school districts in February, 1976. Applications were screened for appropriateness by use of the "Criteria for Choosing Workshop Sites" rating scale (See Figure 10). Examination of Figure 11 shows that a variety of sources were used in gathering data used for site evaluation. In addition to the information provided on the application blank,

---

[1] Two semester hours of graduate credit were offered to all workshop participants through Eastern Illinois University. With the exception of one site, tuition was paid for by the individual participants. Site C administrators decided to use school district funds to pay the tuition fees of all Site C participants.

Application Deadline - March 31, 197

Figure 9

CERL's Model for Program Development

Workshop Site Application

School District ______________________________

Superintendent ______________________________

Address ______________________________ Phone ______________

List the Names of Schools to be Involved in the Workshop

List the Names of Schools to be Involved in the Workshop	Grades

(Use reverse side for listing additional schools)

District Statistics

Total number of students in school district ______________

Total number of teachers ______
High School teachers ______
Junior high teachers ______
Elementary teachers ______

Total number of administrators ______
Total number of district counselors ______
Curriculum director /coordinators ______
Vocational director /coordinators ______

Date school closes for summer vacation ______________________________

Who was involved in the decision to apply for this on-site workshop? ______________

____

May we contact three of your staff members to determine staff interest for workshop? Yes__No__

To the best of your knowledge, how many participants will be involved in the workshop?

Administrators ______
Counselors ______
Business & Industry Representatives ______

Classroom Teachers ______
High School ______
Junior High School ______
Elementary ______

Is your school system currently operating under a One-and-Five-Year Plan? Yes ___ No___

Only partially ____ Explain ______________________________

____

List any district career education/career guidance workshops, inservice (short-time programs, after school, or inservice day) programs in which district personnel have been involved.

Topic Covered	Who Attended	Grade Level	Length of Time

Please state briefly and concisely what you expect your district to achieve if chosen to be a workshop site.

(Please continue on reverse side if additional room is needed).

(Signed) ______________________
(District Superintendent)

Please return before March 31, 1976 to:

Carol Sanders, Project Director
Career Education Resource Laboratory (CERL)
210 Buzzard Building
Eastern Illinois University
Charleston, Illinois 61920

Figure 10

Criteria for Choosing Workshop Sites

School District ________________________________ Site A Site B Site C

The following items will be considered carefully as each site is being considered as a location for the workshop.

	Strongly Agree	Agree	Do Not Agree
1. There is evidence that the decision to be a workshop site was decided by more than the administration. (Application.)			
2. From information gleaned, this school district would benefit from such a workshop. (Regional Superintendent or Regional Vocational Director.)			
3. Evidence has been shown that an effort is being made at this time in the district to develop a program infusing career concepts. (Regional Superintendent, Regional Vocational Director, Selected School Personnel.)			
4. This school district is known for its willingness to make changes if it is for the good of the students. (Regional Superintendent, Regional Vocational Director.)			
5. The school district has shown interest in involving the community in its plan for building its curriculum. (Application.)			
6. A similar workshop has not been conducted at the school site before so that concern need not be made of duplication. (Application.)			
7. The school district is within a reasonable distance for staff travel. (Figures indicate distance in miles.)	0-50	50-100	100+
8. The applicant meets the requirements for being a K-12 district or the district has made arrangements for including feeder schools so that it meets the K-12 requirements. (Application.)			
9. There have been indications that participants will be administrators, counselors, high school teachers, junior high teachers, and elementary teachers. (Application.)			
10. The contacts made with the prospective school district have been warm and show a vital interest and a spontaneous excitement for producing a workable K-12 career guidance program. (Correspondence and phone calls.)			
11. A participant has been solicited from business and industry. (Application.)			

Figure 11

Demographic Data for District

1. Entire District Population
2. Student Population of the District
3. Number of Elementary Schools (K-6)
4. Number of Middle or Junior High Schools (7-9)
5. Number of High Schools (10-12)
6. Number of Public Vocational-Technical Schools
7. Mean Income
8. Socio-Economic Classification (Rural, Urban, Suburban? Lower, Middle, Upper? Or other appropriate designations)
9. Per Pupil Cost
10. Average Daily Attendance
11. Number of Students on Free Lunches
12. Budget Allocation for K-6 Career Education
13. Budget Allocation for 7-9 Career Education
14. Budget Allocation for 10-12 Career Education
15. Reimbursement Received for K-6 Career Education
16. Reimbursement Received for 7-9 Career Education
17. Reimbursement Received for 10-12 Career Education
18. Commitment to Career Education (System-Wide Committee Formed? School Committee Formed? Official Statement by School Board? Or other evidence of commitment)

Description of Field Test Sites. Demographic data collected about the sites and brief site descriptions prepared by the field test personnel (also referred to as workshop facilitators) give an indication of the general climate in which the workshops took place. Table 2 summarizes field testing sites' demographic data. In general, the three sites can be characterized as follows:

Site A. Site A included two small (under 1500 total district enrollment) rural neighboring school districts. Both districts were classified by local district school personnel as middle class. One district (hereafter referred to as District 1) had a population of 2,513 with a district school enrollment of 680 pupils. The other district (District 2) had a population of 4,300 with an enrollment of 1,214 pupils. Eight percent of the districts' pupils received free lunches. Both schools wanted to develop a comprehensive career guidance program. District 1 personnel took the leadership role and invited District 2 personnel to join the workshop activities. The two districts worked separately; however, as workshop activities progressed, interaction occurred which enriched the planning being done by personnel from both districts.

The communities and administrations of both districts appeared to be supportive of the school programs. Both communities were located in a closely-knit progressive farming area with the school and church as the hub of activities.

Site B. Site B (representing a total district enrollment of 1500-3000) was located in another rural middle class farming community. Six elementary schools, three junior high schools, and one senior high school served a population of 11,000 with a total school enrollment of 2,387.

Personnel from this site contacted field testing staff and asked to be considered as a workshop site; they had not been among the 175 school districts that received the initial workshop announcement. This site was unique in that the entire county was consolidated. The curriculum director was given the authority from the superintendent to make decisions regarding program planning, thus facilitating program implementation.

Site C. Site C was located in an urban industrial community with a population of 90,000. Twenty-five elementary schools, five junior high schools, four senior high schools, and one area vocational school served the district's 18,884 pupils. The district was classified as middle class with 18 percent of the pupils receiving free lunches.

Participants from this site consisted predominantly of administrators, counselors, and high school teachers. Many of the Site C participants were teaching in summer school during the mornings. As a result, they chose to alter the planned workshop schedule of daily Monday through Friday meetings of 9:00-12:00 and 1:00-3:00 to daily meetings of 12:00-5:00. This arrangement tested the flexibility of the PAGE 2 materials. Overall it was felt that shorter sessions may have been better. With more administrators in attendance, more questioning and discussions of individual philosophy occurred than at the other two sites.

Individual workshop participant information was collected regarding teaching experiences and inservice education in the area of career education.

Table 2

Demographic Data by Field Test Sites

Data Category	Site A District 1	Site A District 2	Site B	Site C
1. General population of the entire district	2,513	4,300	11,000	90,000
2. Mean income in the geographic area served	$8,606.00	$9,996.00	$8,500.00	$11,699.00[a]
3. Socio-economic classification	Rural Middle-Class	Rural Middle-Class	Rural Middle-Class	Urban Middle-Class
4. Student population of the district	679	1,214	2,387	18,884
5. Number of schools in the district by grade levels				
a. Elementary schools	2	1	6	25
b. Middle or junior high schools	1	1	3	5
c. High schools	1	1	1	4
d. Area vocational centers	1	0	0	1
6. Total number of teachers in the district	35	72	143	792.2
a. Elementary teachers	13	32	70	375.5
b. Middle or junior high school teachers	5	8	18	132.7
c. High school teachers	13	28	55	281
d. K-12	4	--	--	--

Table 2 (Continued)

Data Category	Site A		Site B	Site C
	District 1	District 2		
7. Total number of administrators in the district	3	5	7	57
8. Total number of counselors in the district	2	1	5	12
9. Per pupil cost for the entire district	$ 1,155.84	$ 1,359.31	$ 1,250.00	$ 1,428.00
10. Average daily attendance in the district	675	1,167	2,164	16,835
11. Number of students receiving free lunches	55	97	NA[b]	3,394
12. District budget allocations for Career Education				
a. K-6	$ 1,080.00	NA	NA	$ 8,475.00[c]
b. 7-9	--	NA	NA	--
c. 10-12	$78,924.00[d]	NA	NA	$ 29,115.00
13. District reimbursement for Career Education				
a. K-6	$ 375.00	$ 483.73	$ 2,000.00	$ 11,908.39[e]
b. 7-9	NA	$ 163.09	$ 2,000.00	$ 17,093.39[f]
c. 10-12	$ 3,965.00[g]	$10,834.18	$35,000.00	$110.932.94

[a] Based upon 1969 figures

[b] NA: Data not available

[c] K-8

[d] 8-12

[e] K-8

[f] 9-10

[g] 9-12

Description of Field Test Participants. Individual workshop participant information was collected to supply additional background information for workshop planning. To better meet the individual needs of participants, workshop facilitators felt this additional information was vital. Each workshop participant was asked to complete the "Information Sheet: Workshop Participants." (See Figure 12.) Table 3 summarizes participant data related to highest degree earned, mean age of participants at each site, the amount of inservice education in the area of career education, and the mean number of full-time and part-time positions other than teaching in which participants have been employed. Table 4 summarizes the teaching experiences of workshop participants.

At Sites A and B, the highest degree earned by the majority of participants was a bachelor's degree (58.3 to 78.6 percent) while at Site C the majority of participants had earned at least the master's degree (68.4 percent). Participants from Site B had the lowest average number of years of teaching experience of participants at the three sites (average number of years in teaching was 8.1). Site C participants had the highest average number of years of teaching experience (19.8 years for administrators and counselors and 12.6 years for teachers). On the average, Site A participants had taught at their present school the longest (9.5 and 10.9 years) with Site B participants having been employed at their present schools the shortest length of time (6.5 years).

None of the participants from District 1 (Site A) had ever taken a career education course, while two participants from District 2 (Site A) had taken one course. Only one Site B teacher had taken at least one credit producing career education course. Twelve Site C participants had taken at least one credit producing career education course.

Two participants from District 1 (Site A) had attended career education inservice and/or workshops. Only one District 2 (Site A) participant had attended an inservice activity in career education. Three Site B participants had attended non-credit career education inservice and/or workshop activities. Thirteen Site C participants had attended non-credit career education inservice and/or workshop activities.

Deadline Date - April 30, 1976

Figure 12

CERL's Model for Program Development

Workshop Participant's Information Sheet

Name ____________________ District ____________________

School ____________________ School Phone ____________________

School Address ____________________

Home Address ____________________

____________________ Phone ____________________

Check One State Teaching Area and Specific Grade Level

___ Administrator ____________________

___ Counselor ____________________

___ Teacher ____________________

___ Business and Industry Representative (Company) ____________________

List highest degree obtained ____________________

How many years of teaching experience do you have? ____________________

How many years have you been at your present school? ____________________

	Yes	No
Are field trips encouraged in your school?	___	___
Is the use of guest speakers encouraged in your school?	___	___
Do you have a list of community businesses and industries that are willing to provide speakers, accept field trip visitors, etc.?	___	___

How many clock hours have you participated in non-credit career education inservice and/or workshops? ___Hrs.

List any courses and/or workshops dealing with career education that you have previously taken for credit:

Course No.	Course Title	Institution	Hrs. Credit	Year Taken

(Use reverse side for additional courses)

List full-time jobs (7 hours a day, 5 days a week for at least one month) you have had other than teaching:

List all part-time jobs (those not listed as full-time above) you have held during your lifetime:

Please return with registration materials no later than April 30, 1976.

Table 3

Participant Data by Field Test Sites

Data Category		Site A		Site B	Site C
		District 1	District 2		
1. Mean age of participants		37	40	35	42
2. Highest degree earned by participants					
a. Number and percentage with a bachelor's degree	Number	11	7	9	12
	Percent	78.6	58.3	69.2	31.6
b. Number and percentage with a master's degree	Number	3	5	4	22
	Percent	21.4	38.5	30.8	57.9
c. Number and percentage with an advanced certificate or specialist degree (one year beyond a master's)	Number	--	--	--	4
	Percent	--	--	--	10.5
3. Number of participants with at least one course in career education (taken for credit)		0	2	1	12
4. Number of participants who had attended inservice training in career education prior to the PAGE 2 workshop		2	1	3	13
5. Mean number of full-time positions other than teaching in which participants have been employed		1.14	2.77	1.5	2.3
6. Mean number of part-time positions other than teaching in which participants have been employed		1.43	1.38	1.08	1.77

Table 4

Teaching Experiences of Workshop Participants

Site	Average No. Years Teaching Experience	Average No. Years at Present School
Site A		
District 1	11.1	9.5
District 2	12.4	10.9
Site B	8.1	6.5
Site C		
Administrators and Counselors	19.8	7.3
Teachers	12.6	7.4

Control Group. Both experimental and evaluation design elements were used for data collection. A control group was selected in addition to the workshop participants. Members of the control group met the following criteria:

1. Must be enrolled in a credit generating university level course.
2. Should be from the field of education.

Using these criteria, two summer school classes in the field of education at Eastern Illinois University were selected. Class rosters were examined, and the classes selected were nearest to being representative of all grade levels and positions of local school faculties.

Experimental and control group composition is shown in Tables 5, 6, and 7. These tables describe the variables of employment position, grade level responsibility, and sex of both the workshop participants and the control groups.

Table 5

Employment Positions of Experimental and Control Group Members

Groups		Employment Position							
		Counselors		Administrators		Teachers		Other	
		N	%	N	%	N	%	N	%
Experimental	(N = 79)	11	14.0	9	11.4	58	73.4	1	1.2
Site A	(N = 29)	2	6.9	1	3.4	25	86.2	1*	3.4
Site B	(N = 13)	1	7.7	0	0.0	12	92.3	0	0.0
Site C	(N = 37)	8	21.6	8	21.6	21	56.8	0	0.0
Control	(N = 52)	4	7.7	0	0.0	38	73.1	10**	19.2
Total	(N =131)	15	11.5	9	6.9	96	73.3	11	8.4

*Support personnel

**Full or part-time education students who were not employed by local school district at the time

Table 6

Grade Level Responsibilities of Experimental and Control Group Members

Groups		Grade Level Responsibility									
		K-6		7-9		10-12		K-12		NA*	
		N	%	N	%	N	%	N	%	N	%
Experimental	(N = 79)	33	41.8	20	25.3	21	26.6	3	3.8	2	2.5
Site A	(N = 29)	18	62.0	2	6.9	6	20.7	1	3.4	2**	6.9
Site B	(N = 13)	9	69.3	1	7.7	3	23.1	0	0.0	0	0.0
Site C	(N = 37)	6	16.2	17	45.9	12	32.4	2	5.4	0	0.0
Control	(N = 52)	17	32.7	7	13.5	12	23.1	5	9.6	11***	21.2
Total	(N =131)	50	38.2	27	20.6	33	25.2	8	6.1	13	9.9

*NA: Not Applicable

**Were not able to designate a grade level due to overlapping of responsibilities

***Were not able to designate a grade level as they were not currently employed by a local school district

Table 7

Composition of Experimental and Control Groups by Sex

Groups		Sex of Participants			
		Female		Male	
		N	%	N	%
Experimental	(N = 79)	55	69.6	24	30.4
Site A	(N = 29)	22	75.9	7	24.1
Site B	(N = 13)	11	84.6	2	15.4
Site C	(N = 37)	22	59.5	15	40.5
Control	(N = 52)	34	65.4	18	34.6
Total	(N =131)	89	67.9	42	32.1

References

Guba, E. G. & Stufflebeam, D. L. *Evaluation: The process of stimulating, aiding, and abetting insightful action.* An address delivered at the Second National Symposium for Professors of Educational Research. Sponsored by Phi Delta Kappa, Boulder, Colorado, November 21, 1968. Mimeographed.

Isaac, S. & Michael, W. B. *Handbook in research and evaluation.* San Diego: Robert R. Knapp, Publisher, 1971.

Stake, R. E. *Responsive evaluation.* Urbana: Center for Instructional Research and Curriculum Evaluation, University of Illinois, December 5, 1976. Mimeographed.

Chapter IV

Findings

The discussion in Chapter III indicated that both experimental and evaluation design elements were used for the assessment of the effectiveness of the PAGE 2 materials and methods. As such, both descriptive and inferential data are reported in this chapter. The chapter is divided into three sections:

1. Administrative Feasibility and Product Usability
2. Achievement of Lesson Objectives
3. Overall Effectiveness

Administrative Feasibility and Product Usability

Workshop personnel completed a structured observation log (See Appendix G). Workshop personnel also submitted a revised draft of the Facilitator's Handbook. Analysis of these two items as well as HOs collected helped PAGE 2 staff members arrive at conclusions concerning:

1. participants' reactions to instructional activities.
2. the usability of handouts (HOs).
3. the validity of the 18 career guidance goal statements.
4. the mechanics of managing the lessons.

Analysis of data gathered from the three sources discussed above indicated that:

1. The Missing Square Puzzle accomplished its objectives.
2. The reaction to the model of decision making used (planning board) was positive.
3. The career guidance goal statements presented no problem regarding readability, usability, or directions.
4. Participants' reactions to writing the I. M. Superintendent memo were enthusiastic.
5. Participants' reactions to making the Page Middle School oral presentation were very positive. HO 19 provided participants appropriate information, and in general participants "caught the spirit of the presentation right away!"

6. Workshop facilitators generally found room management to be smooth with few difficulties encountered. However, Site C's 38 participants exceeded by ten the maximum number of participants that could be accommodated comfortably. Thirty-eight participants caused difficulty in managing the workshop and led workshop leaders to conclude that the 28 maximum number was appropriate.

Field testing personnel indicated that difficulty was experienced in the following areas:

1. Participants experienced difficulty in using HO 10. In the field test version, the rating scale was based on a 15-point scale and was not compatible with scales used in previous rating devices. Participants encountered difficulties making needed comparisons with earlier rating devices. HO 10 was revised based on field test data.

2. Participants experienced difficulty in completing HO 15. Workshop leaders will need to allow enough time to work with participants in the area of evaluation. Most LEA personnel do not work in the area of evaluation to the depth that they should. It is difficult to determine whether or not the problem is in the materials or with the background of participants. When program planning and evaluation are new to participants, leaders will need to plan to meet the informational needs of participants. Some basic information on planning and evaluation might always be appropriate.

Achievement of Lesson Objectives

Several of the handouts (HOs) in the PAGE 2 Instructional Resource Package were identified as "key HOs" because they were dependent upon the successful completion of other activities. The collection and analysis of these key handouts were an unobtrusive way of gathering evaluation data.

Certain activities within the PAGE 2 materials involve the establishment of small groups of a specific number of participants. For small group activities, Site A participants formed four small groups; Site B participants formed four small groups; and Site C participants formed six small groups. During the field testing, a total of fourteen small groups participated in the PAGE 2 activities and completed group handouts.

Goal(s)	Evaluation Technique	Summary of Analysis
1. To identify individual priorities with regard to comprehensive career guidance goals. To arrive at group consensus on career guidance goals.	1. Analysis of HO 4: "Career Guidance Goal Statements Rating Sheet"	1. Participants were able to arrive at a consensus in prioritizing comprehensive career guidance goals as evidenced by the successful completion of HO 4 by all fourteen small groups

Goal(s)	Evaluation Technique	Summary of Analysis
2. To establish district-wide priorities for a career guidance program.	2. Analysis of HO 9: "Career Guidance Goal Statements Summary Sheet"	2. Participants were able to establish district-wide priorities for the development of a comprehensive career guidance program as evidenced by the establishment of priorities in all four school districts.
3. To help participants outline the program planning steps that are needed to implement procedures to reach program goals. To help participants determine who will be responsible for each program planning step. To help participants develop a schedule for the completion of each program planning step. To help participants estimate the cost of each program planning step.	3. Analysis of HO 13: "Program Planning Sheet"	3. Participants were able to develop a plan for implementing career guidance program priorities as evidenced by the fourteen small groups successfully completing HO 13
4. To help participants understand that making judgments about career guidance programs requires the collection of data on all components of the career guidance program from a variety of individuals using a variety of data collection techniques. To help participants plan how data is to be collected for the evaluation of a comprehensive career guidance program.	4. Analysis of HO 15: "Evaluation Matrix"	4. Forty-five percent of the participants were able to provide accurate information regarding use of appropriate evaluation methods for the stated program components as evidenced on the fourteen small group evaluation matrixes.

Goal(s)	Evaluation Technique	Summary of Analysis
5. To help participants identify objectives and priorities for a job placement program.	5. Analysis of HO 23: "Job Placement Program Objectives Rating Sheet"	5. Participants were able to prioritize job placement objectives as indicated on the small group rating sheets
6. To help participants outline a plan of action for implementing job placement program priorities. To help participants determine who will be responsible for each program planning step. To cause participants to estimate the cost of activities included in their job placement action plan.	6. Analysis of HO 13: "Program Planning Sheet"	6. Participants were able to outline a plan of action for implementing a job placement program as evidenced by the small groups successfully completing HO 13.

In situations where judgment was necessary as to quality of success, the criterion level used for analysis was taken from Bloom's *Taxonomy of Educational Objectives*. It was established that participant responses on the HOs analyzed must be at the application level for an objective to be considered successfully completed. The application level requires that participants have the ability to use learned material in concrete situations. Learning outcomes in this area require that participants apply concepts, principles, laws, and theories to practical situations; solve problems; and demonstrate correct usage of a method or procedure.

Overall Effectiveness

Two techniques were used to assess the overall effectiveness of the PAGE 2 materials: (1) the Career Guidance Goals Card Sort and (2) the Workshop Evaluation rating scale.

Career Guidance Goals Card Sort. Six hypotheses were constructed for testing. The first hypothesis, H_1, was concerned with determining if the control group was similar to the experimental group in initial awareness of career guidance goals. The second hypothesis, H_2, was constructed to control for any effects of pretesting, maturation, or history. Hypothesis$_3$ was designed to detect any effect the Module I lessons had on workshop participants' awareness of career guidance goals.

To determine if PAGE 2 materials were biased toward any one group of workshop participants, three hypotheses were tested. These hypotheses, H_4, H_5, and H_6 were concerned with detecting any differences in the posttest scores of groups on the basis of employment positions, grade level responsibilities, or sex. The $\alpha = .05$ level of significance was established for rejection of a hypothesis.

The Testing of H_1. To determine if the control group selected was similar to the experimental group, the following hypothesis was tested.

> H_1 There is no significant difference between the pretest scores of the experimental and control groups.

A one-way analysis of variance (ANOVA) was conducted. Disproportional cell frequencies were corrected for in the computational formula. Findings are reported in Table 8.

Table 8

Analysis of Variance of Card Sort Pretest Scores of Experimental and Control Groups

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	*F* Ratio
Between Groups (Experimental, Control)	1	4.0492	4.0492	2.6306
Within Groups	62	95.4352	1.5393	
Total	63	99.4844		

The probability that there was a significant difference between the pretest scores of the experimental and control groups was greater than .05. As a result, it was concluded that there was no significant difference between the experimental and control groups for the purpose of comparison. The failure to reject H_1 was necessary to assume that the violation of random assignment to experimental and control groups was not serious (Isaac and Michael, 1971).

The Testing of H_2. To determine if there was an effect of pretesting, maturation, or history on the posttest scores of experimental and control groups, the following hypothesis was tested.

> H_2 There is no significant difference between the posttest scores of individuals who were pretested and those who were not pretested in both the experimental and control groups.

A two-way analysis of variance was conducted. Disproportional cell frequencies were corrected for in the computational formula. Findings are reported in Table 9.

Table 9

Analysis of Variance of the Pretest/Unpretested Posttest Scores of Experimental and Control Groups

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	*F* Ratio
Between Groups (Experimental, Control)	1	.4299	.4299	.2254
Within Groups	129	246.1044	1.9078	
Total	130	246.5344		
Main Effects	2	1.035	.517	.268
Treatment (Experimental, Control)	1	.411	.411	.213
Group (Pretested, Unpretested)	1	.605	.605	.313
Two-Way Interactions	1	.383	.383	.198
Treatment Group	1	.383	.383	.198

None of the *F* ratios exceeded the .05 level of significance. Therefore, H_2 could not be rejected. It was concluded that there was no effect of pretesting, maturation, or history on the posttest scores of the participants.

The Testing of H_3. To determine if the PAGE 2 approach had a significant short-range effect on workshop participants' awareness of career guidance goals as measured by the card sort technique, the following hypothesis was tested.

> H_3 There is no significant difference between the posttest scores of the experimental and the control groups.

A one-way analysis of variance was conducted. Disproportional cell frequencies were corrected for in the computational formula. Findings are reported in Table 10.

Table 10

Analysis of Variance of Card Sort Posttest Scores by Experimental and Control Groups

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	*F* Ratio
Between Groups (Experimental, Control)	1	.4299	.4299	.2254
Within Groups	129	246.1044	1.9078	
Total	130	246.5344		

The hypothesis, H_3, could not be rejected at the .05 level of significance. It was not anticipated that the PAGE 2 materials would have a significant short-range effect on participants' ability to differentiate between the career guidance goals presented in Module I and closely related goals. However, it was felt that failure to test for possible effects would be an oversight.

The Testing of H_4, H_5, and H_6. Project staff were interested in determining if the PAGE 2 materials were biased in favor of any one group of workshop participants. To test for bias, three hypotheses were constructed and tested.

H_4 There is no significant difference between the posttest scores of participants on the basis of employment position.

H_5 There is no significant difference between the posttest scores of participants on the basis of grade level responsibility.

H_6 There is no significant difference between the posttest scores of male and female participants.

A one-way analysis of variance was conducted to test each hypothesis, and disproportional cell frequencies were corrected for in the computational formula. Table 11 reports the results of the testing of H_4; Table 12 reports the testing of H_5; and Table 13 reports H_6 results.

Table 11

Analysis of Variance of Card Sort Posttest Scores by Employment Positions of Participants

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	*F* Ratio
Between Groups (Counselor, Administrator, Teacher, Other)	3	7.8917	2.6306	1.3999
Within Groups	127	238.6424	1.8791	
Total	130	246.5344		

Table 12

Analysis of Variance of Card Sort Posttest Scores by Grade Level Responsibilities of Participants

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	*F* Ratio
Between Groups (K-3, 4-6, 7-9, 10-12, K-12, Not Applicable)	5	6.4152	1.2830	.6679
Within Groups	125	240.1191	1.9210	
Total	130	246.5344		

Table 13

Analysis of Variance of Card Sort Posttest Scores by Sex of Participants

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	*F* Ratio
Between Groups (Male, Female)	1	3.8891	3.8891	2.0676
Within Groups	129	242.6453	1.8810	
Total	130	246.5344		

None of the *F* ratios in Tables 11, 12, and 13 exceeded the .05 level of significance. The failure to reject the hypotheses H_4, H_5, and H_6 led to the conclusion that the PAGE 2 materials are not biased on the basis of position held by school personnel, grade level responsibility, or sex.

Individual rankings of goals on the pretest and posttest were analyzed statistically using Spearman's rank correlation techniques. The posttest rankings were positively correlated to the pretest rankings.

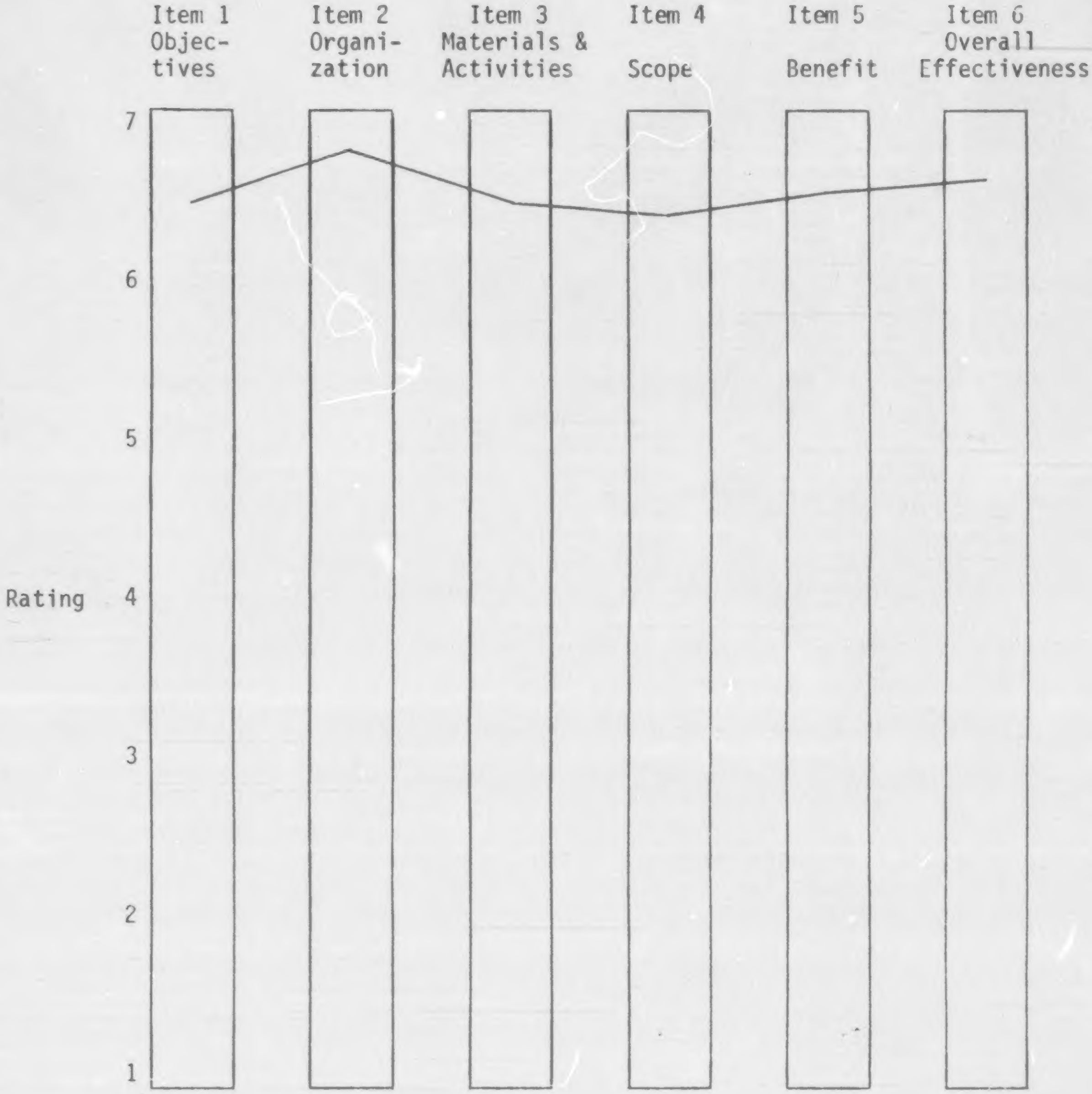
Workshop Evaluation Rating Scale. The "Workshop Evaluation" was completed by all participants at the completion of the workshops. Table 14 summarizes the average ratings for all sites on items 1 through 6.

Ratings were fairly consistent from site to site. All six items received a rating of six or higher in each of the three sites. Workshop organization was rated the highest at all three sites with two out of the three sites rating overall effectiveness as second highest.

Responses to the three open-ended questions were categorized by project personnel. Tables 15, 16, and 17 summarize the responses made to the open-ended questions on the "Workshop Evaluation" instrument.

Table 14

Workshop Evaluation
Average Rating by Items 1 Through 6



	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
All Sites:	6.42	6.77	6.43	6.38	6.47	6.55
Site A:	6.34	6.59	6.38	6.45	6.48	6.55
Site B:	6.38	6.85	6.31	6.31	6.08	6.23
Site C:	6.50	6.86	6.53	6.36	6.61	6.78

Table 15

Strong Workshop Features Identified by Workshop Participants

Strong Features	Number of Times Identified	Percent
Organization	41	33.3
Team approach/group involvement	23	18.7
Variety of activities	17	13.8
Atmosphere conducive to learning	11	9.0
Application to school situation	7	5.7
Leadership	6	4.9
Relevant materials	5	4.1
Establishing goals and priorities	5	4.1
Format (taking a problem through a logical sequence to a conclusion)	3	2.4
Challenge	2	1.6
Lecturettes	2	1.6
Scope	1	.8
Total Number of Comments	123	100.0

The organization of the activities and materials, the team approach, and the variety of activities were identified most often as the strongest workshop features. The following selected excerpts typify the responses made by workshop participants to this item.

> "The organization was very well done. We were kept thinking all the time."
>
> "Very well organized. Things go off better than clockwork."
>
> "Emphasis on group activity facilitated the sharing of ideas and exposed participants to views and programs on other levels and different areas."
>
> "The team approach--mixing people and levels of interest--was a very good way to go. So many times in workshops people tend to cluster with their immediate firends with whom they probably converse all year, and thus fresh ideas are lost."
>
> "The small group work sessions in conjunction with the sharing which followed."
>
> "Taking a problem and carrying it through in logical sequence to a conclusion."

Table 16

Weak Workshop Features Identified by Workshop Participants

Weak Features	Number of Times Identified	Percent
Scope too broad--didn't get to work on my program	13	23.6
Not enough time allotted	11	20.0
Lecturettes	7	12.7
Miscellaneous complaints about local conditions, e.g., room size, length of session	7	12.7
Expectations for products not clear	5	9.1
More representative mix of district personnel needed	4	7.3
Directions/terminology not clear	3	5.5
Evaluation HOs not clear	3	5.5
Not enough discussion	1	1.8
Too much time spent playing games	1	1.8
Total Number of Comments	55	100.0

Twenty-four percent of the comments concerning PAGE 2 weaknesses were made by individuals who anticipated working on individual programs. Time constraints and lecturettes were other weak workshop features most often identified. The following selected comments typify the responses made by the workshop participants concerning workshop weaknesses.

> "I would have liked to work on my own program more."
>
> "Personally I don't like lectures, so I would like to see these deleted. Just pass out the lecturette."
>
> "Not enough time allotted for the small group activities which were to result in a product."
>
> "Prefer to get more specific in our own situation with more concrete ideas such as definite ideas that could be used in our district."

Table 17

General Comments of Workshop Participants

Comments	Number of Times Identified	Percent
Positive comments related to enjoyment, benefit, enthusiasm, thanks, etc.	35	33.2
Make reference material available	2	4.8
Need followup activity	2	4.8
Need assurance of administrative support	2	4.8
Pass out lecturettes	1	2.4
Total Number of Comments	42	100.0

The majority of general comments were related to positive expressions of enjoyment, benefit, enthusiasm, thanks, etc. The following responses are representative of the comments made by workshop participants.

> "The course was a learning situation that can easily be used in the coming years. This is not usually the case for many of the workshops I have attended."
>
> "I really think I have come away with a good idea of what the total picture of career guidance is for my school district."
>
> "Gave me a keener awareness of the role of the elementary school in career guidance."
>
> "I believe the workshop has been excellent, because I believe I could now write a career education program. This would be because of the planning we have done--I would know where and how to begin."
>
> "This has been one of the more meaningful workshops I have attended."
>
> "I've enjoyed this workshop much more than others I have attended recently."
>
> "I have attended many workshops and graduate classes. Not one was as well organized as this one. I appreciate this fact as I do not like to waste my time."

Chapter V

Conclusions and Recommendations

Conclusions

The PAGE 2 Instructional Resource Package is a planning program--not a prescriptive program. Within the materials no directives are given as to what kind of career guidance program a local district should have.

The PAGE 2 Instructional Resource Package does not purport to represent a total career guidance program. Rather, the PAGE 2 Project produced staff development materials for three career guidance components: (1) Program Planning, (2) Curriculum-Based Guidance, and (3) Job Placement.

Field Testing. The field testing of the PAGE 2 materials demonstrated that the materials facilitated local education agency personnel in determining goals, assessing needs, establishing priorities, and designing a plan for implementing a comprehensive career guidance program. The PAGE 2 approach to planning involved administrators, counselors, and teachers in a team effort to design a district comprehensive career guidance program. Field test findings led project personnel to conclude that the use of the PAGE 2 materials and the team planning approach results in career guidance program plans that can reasonably be implemented in the local districts.

Followup information received three months after completion of the workshops indicated that career guidance programs were being implemented in three of the four school districts. In these three districts enthusiasm of staff for the program was rated as "high" or "very high" by administrative personnel from each district.

An elementary guidance counselor at Site A stated that as a result of the workshop using the PAGE 2 materials, "We have had more involvement by the entire teaching staff. We have spent a great deal of time on career guidance and the workshop clarified our direction."

The vocational coordinator of one of the districts participating at Site A stated that the greatest achievement resulting from the career guidance workshop was, "The total commitment of each participant to the career guidance concept."

The curriculum director at Site B stated that as a result of the workshop, "A district career education steering committee has been established. Plans have been initiated for a series of career education inservice days."

The vocational education director and coordinator at Site C reported that the greatest achievement for that district's personnel as a result of the PAGE 2 career guidance workshop was that, "Career guidance is now viewed as an essential part of the school curriculum. Through broad-based participation a greater number of staff recognize and have assumed responsibility for career guidance activities."

In the four districts that participated in the field testing, inservice programs have been held and more have been scheduled. Presentations on career guidance have been made by teachers at local Board of Education meetings. Career materials are being acquired.

Long-term studies will assess the impact of career guidance programs, but short-range information indicates that programs in the field test districts are progressing.

Based upon field test findings, needed revisions to the materials were made. In addition, areas in need of special emphasis or the inclusion of basic information were identified.

National Dissemination Seminar. Evaluation data from the PAGE 2 National Dissemination Seminar indicated that 96% of the participants felt there is a real need for career guidance staff development materials such as the PAGE 2 materials.

Observations by the evaluation consultant for the National Dissemination Seminar found participants enthusiastic about the PAGE 2 materials, motivated to disseminate them, and eager to use them.

Letters received from counselor educators around the country after the PAGE 2 National Dissemination Seminar indicated high enthusiasm and support for the materials and their usability.

Recommendations

As a result of field testing and the National Dissemination Seminar, several recommendations have been prepared. Facilitators planning to use the PAGE 2 materials will want to review these recommendations.

1. Workshops should be limited to 28 participants.
2. At least one to two months prior to the workshop facilitators should consider carefully the pre-workshop strategies section of the Facilitator's Handbook. This will enable them to determine the amount of time they need to devote to workshop preparations.
3. In large districts, a preliminary workshop using PAGE 2 materials might be conducted for administrators and counselors to develop a comprehensive career guidance plan for the district. Additional workshops could then be conducted with all grade levels represented--administrators, teachers, and counselors--to plan for individual attendance centers. The strength of this approach is in the administrative support that can result for implementing a district-wide program.

It is also consistent with the team planning approach that is an integral part of the PAGE 2 philosophy.

4. After completing Module II activities, time should be allowed for district, school, and individual planning. The additional time needed will depend upon the composition of the workshop participants and the extent to which career guidance has been implemented in the local district. Workshop facilitators, when testing the PAGE 2 materials, allowed two additional days for local planning. This time can be used for further district program planning, planning a staff development program, and planning for attendance center or departmental implementation.

5. Workshop facilitators may have to provide information regarding career education, career guidance, or program evaluation if participants do not possess this background.

6. It appears that the PAGE 2 materials would be suitable for use in an undergraduate or graduate counselor education, vocational education, or teacher education course as well as for non-credit staff development programs.

Appendix A
Career Guidance Facilitator's Handbook Contents Page

Contents

Introduction 1
PAGE 2--An Overview. 4
Lesson Format. 6
Coding of Materials. 8
Recommended Time Schedule for Modules. 9
Master List of Evaluation Handouts (EVs) 10
Master List of Module Handouts (HOs) 11
Master List of Transparencies (TRs). 13
Pre-Workshop Strategies. 14

EVALUATION 33

MODULE I PLANNING A CAREER GUIDANCE PROGRAM

Lesson 1 - Overview. 51

Lesson 2 - Establishing Goals for a Comprehensive Career Guidance System 67

Lesson 3 - Needs Assessment: How Well Are Goals Being Met?. . . 83

Lesson 4 - A Needs Assessment Model. 93

Lesson 5 - First Steps in Designing a Career Guidance Program. . 112

Lesson 6 - Evaluating Career Guidance Programs 120

MODULE II IMPLEMENTATION APPROACHES FOR A CURRICULUM-BASED CAREER GUIDANCE PROGRAM

Lesson 1 - Basic Approaches. .131

Lesson 2 - Applying Curriculum-Based Career Guidance Approaches to a School Setting 147

MODULE III PLANNING A JOB PLACEMENT PROGRAM

Lesson 1 - Establishing Objectives for a Comprehensive Job Placement Program .153

Lesson 2 - A Comprehensive View of a Job Placement Program . . . 164

Lesson 3 - Determining a Job Placement Program Plan of Action. . 181

MASTERS 191

Appendix B

National Dissemination Seminar Letters

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

CENTER FOR EDUCATIONAL STUDIES
School of Education

TEACHER EDUCATION
RESEARCH SERVICE

581-3912

The Programmatic Approach to Guidance Excellence Project (PAGE 2) will be conducting a national dissemination seminar at the 1976 American Vocational Association meeting in Houston, Texas. The National Advisory Committee for the PAGE 2 Project and the project staff have chosen this dissemination channel in the hope that each state will name one official representative to attend the seminar and receive three (3) sets of preservice and inservice career guidance training materials.

If your state has need for preservice and inservice career guidance training materials, then you may be interested in what is contained in the Instructional Resource Package that will be given to your state's representative:

200+ page Career Guidance Facilitator's Handbook
28 Career Guidance Planning Boards
28 Decks of Career Guidance Goal Card Sorts
12 Career Guidance Transparencies
28 Sets of Career Guidance Goals
7 Sets of Job Placement Objectives

Three Instructional Resource Packages will be sent free to your state after your representative has attended the national dissemination seminar. Please budget for this activity now. Select someone who can serve as a contact person for individuals who are in need of preservice and inservice career guidance training materials.

The seminar will be held on December 4, 1976 from 2:00-5:00 p.m. As soon as you send the attached "Career Guidance National Dissemination Seminar Registration Form" to us, we will forward information regarding hotel, meeting room, etc. to your representative.

Sincerely,

Dr. Marla Peterson, Director
Programmatic Approach to Guidance
Excellence (PAGE 2) Project

Enclosures: Registration Form
PAGE 2 Brochure

Career Guidance National Dissemination Seminar

Registration Form

The representative from our state will be:

Name: ____________________

Position Title: ____________________

Address: ____________________

____

____
Zip Code

Telephone: ____________________
(Include Area Code)

____
Signature of State Director

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

CENTER FOR EDUCATIONAL STUDIES
School of Education

TEACHER EDUCATION
RESEARCH
SERVICE

581-3912

The Programmatic Approach to Guidance Excellence (PAGE 2) Project will be conducting a national dissemination seminar at the 1976 American Vocational Association meeting in Houston, Texas. The National Advisory Committee for the PAGE 2 Project and the project staff have chosen this dissemination channel in the hope that each state will name one official representative to attend the seminar and receive three sets of preservice and inservice career guidance training materials.

As of today, we have not received a response from your state naming a representative to attend the seminar. Because December is fast approaching, we are contacting you this one last time so that your state may take advantage of this opportunity.

The Instructional Resource Package that will be given to each state representative will contain:

Career Guidance Facilitator's Handbook
28 Career Guidance Planning Boards
28 Decks of Career Guidance Goal Card Sorts
28 Sets of Career Guidance Goal Statements
7 Sets of Job Placement Objectives
Technical Report

Three Instructional Resource Packages will be sent free to your state after your representative has attended the national dissemination seminar. Please budget for this activity now. Select someone who can serve as a contact person for individuals who are in need of preservice and inservice career guidance training materials.

The seminar will be held on December 4, 1976, from 2:00 - 5:00 p.m. As soon as you send the attached "Career Guidance National Dissemination Seminar Registration Form" to us, we will forward information regarding hotel, meeting room, etc. to your representative. We have responses from a majority of the states, and we hope to hear from your state soon.

Sincerely,

Janet Treichel, Director
Programmatic Approach to Guidance
Excellence (PAGE 2) Project

sbw

Appendix C

PAGE 2 Brochure

Programmatic Approach to Guidance Excellence

PROJECT STAFF

Marla Peterson
Janet Treichel
PROJECT DIRECTORS

Joyce Felstehausen
K-ADULT COORDINATOR

Sharon Wiesemann
PROJECT ASSISTANT

David Pritchard
USOE MONITOR

Developed at Eastern Illinois University, Charleston, Illinois, pursuant to a grant from the Bureau of Occupational and Adult Education, Office of Education, United States Department of Health, Education, and Welfare. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

PAGE 2 is for people who are concerned about career guidance. It helps
teachers
counselors
administrators
parents and
community members
plan a career guidance program.

PAGE 2 says to these concerned planners, "Career guidance is a continuous, developmental process and every aspect of the school has significance for career development."

PAGE 2 is an instructional resource package that helps persons planning career guidance programs focus on what career guidance could be and then moves them from basic concepts to more sophisticated levels of thinking regarding career guidance. Using the PAGE 2 materials, school district personnel develop a practical, specific plan for initial implementation of a comprehensive career guidance program to meet the needs of students in their community.

Special features of the PAGE 2 Instructional Resource Package include a comprehensive facilitator's handbook, three instructional modules, all the materials needed to conduct suggested activities, and master copies of all handouts and transparencies.

○ A planning program--not a prescriptive program.

○ Emphasizes a team approach involving administrators, teachers, counselors and other support personnel, parents, and community representatives.

○ Appropriate for undergraduate and graduate programs in teacher education and counselor education in addition to inservice workshop settings.

○ Flexible format--suggested activities for a two-hour up to a four-day workshop are offered.

Followup statements of administrators from three field test sites indicate that the PAGE 2 program works.

"The total commitment of each participant to the career guidance concept came as a result of the workshop."
--Vocational Coordinator
Rural Site

"As a result of the workshop last summer, we have established a district wide career guidance steering committee and have initiated plans for a series of career guidance inservice days."
--Curriculum Director
Community Consolidated Site
(Entire County)

"Career guidance is now viewed as an essential part of the school curriculum. Through broad based participation, a greater number of staff recognize and have assumed responsibilities for career guidance activities.
--Vocational Director
Urban Site

Appendix D
PAGE 2 News Release

(NEWS RELEASE)

PAGE 2--PROGRAMMATIC APPROACH TO GUIDANCE EXCELLENCE: PLANNING A CAREER GUIDANCE PROGRAM

(City and State) .--On December 4, 1976, at the American Vocational Association Convention in Houston, Texas, representatives from states, trust territories, and Washington, D. C. attended a national dissemination seminar for career guidance staff development materials.

The materials were developed by the PAGE 2 (Programmatic Approach to Guidance Excellence) Project staff at Eastern Illinois University, Charleston, Illinois, with funds provided by the Bureau of Occupational and Adult Education, United States Office of Education.

The PAGE 2 Instructional Resource Package provides staff development materials that will enable career guidance personnel and others to assess individual and institutional needs, determine goals, state objectives, decide on appropriate activities, and devise appropriate evaluation procedures when planning and implementing K-adult career guidance programs. The materials are presented in multi-media form, contain both individual and group activities, and emphasize a team approach. A variety of school and workshop settings were involved in the field testing of the materials. The PAGE 2 Instructional Resource Package is appropriate for inservice and preservice undergraduate and graduate programs concerned with career guidance, counseling, placement, and followup.

(Name of State) was represented at the dissemination seminar by (Name of Representative) . (Name of State) now has three sets of these career guidance staff development materials. Further information on these materials as well as the materials themselves may be obtained by contacting (Name of Person) at (Address and Telephone Number) .

Appendix E
PAGE 2 Article

(NEWSLETTER OR JOURNAL ARTICLE)

PAGE 2--PROGRAMMATIC APPROACH TO GUIDANCE EXCELLENCE: PLANNING A CAREER GUIDANCE PROGRAM

In recent years a considerable amount of work has been done in the development of components of a comprehensive career guidance program. Career planning, followup, needs assessment, curriculum-based guidance, placement, sex-fair guidance, and many other guidance components have been the focus of funded projects nationwide. Comprehensive career guidance is concerned with: self concept, role relationships, self development, interpersonal effectiveness skills, decision making, future shock, values clarification, lifestyle values, work attitudes, assessment instruments and self appraisal techniques, computerized career occupational information, individual and group counseling, and many more. Career guidance is shifting from a crisis or problem-centered orientation to a life career development orientation. Personnel responsible for delivering career guidance to students are beginning to view their efforts as a "program" rather than as "activities." New methods, skills, and resources are emerging in keeping with the changes taking place in career guidance.

There is a growing awareness that career guidance is anchored in two major concepts:

1. Guidance is a continuous, developmental process.
2. Every aspect of the school has significance for career development.

Gysbers and Moore (1973) suggest that all students at all educational levels are capable of career consciousness. Career consciousness develops throughout the life span as a result of a continual process of internalization of knowledge and skill in four domains: (1) self knowledge, (2) work and leisure knowledge, (3) career planning knowledge and skill, and (4) career preparation knowledge and skill.

A corollary of this growing awareness of the nature of career guidance is the recognition that the delivery of a career guidance program requires a team approach. Furthermore, the career guidance team must consist of counselors, teachers, placement specialists, educational and occupational specialists, administrators, parents, and community members.

The Problem

If guidance is a continuous, developmental process encompassing every aspect of the school, career guidance and counseling activities can not be isolated from the basic instructional process of the school. A response to this challenge will require much thought and a well-planned approach. School district personnel wishing to integrate career guidance into every aspect of the school will need to systematically set out to achieve this goal. PAGE 2 Project personnel at Eastern Illinois University recognized a need of local school district personnel for assistance in systematically planning the implementation of a comprehensive career guidance program. With funds provided by the Bureau of Occupational and Adult Education, United States Office of Education, PAGE 2 Project personnel designed and tested an approach that would help local school personnel define and plan a comprehensive career guidance program. Two documents, the Programmatic Approach to Guidance Excellence: Final Report and the Programmatic Approach to Guidance Excellence: Technical Report, describe the development and testing of the staff development materials. Individuals interested in details concerning the development and testing of the PAGE 2 materials will want to obtain and read these documents. Workshop facilitators who used the PAGE 2 materials and workshop participants from local school districts who planned for the implementation of practical, comprehensive career guidance programs that would meet their local needs concluded that the PAGE 2 approach works.

What Is the PAGE 2 Approach?

The PAGE 2 package is a planning program--not a prescriptive program. No directives are given as to what kind of career guidance program a local district should have. A team approach to career guidance is emphasized by the PAGE 2 materials. A mix of administrators, teachers, counselors and other support personnel, parents, and community personnel are taken through a team process that begins with an activity designed to illustrate the need for explicit communication between program planners and program implementers. The next activities bring into focus the scope of a comprehensive career guidance program. Participants arrive at a group consensus as to what the career guidance program goals of their local district "ought to be." Activities systematically move participants from basic concepts to more sophisticated levels of planning. After they have described what they want to do (goal setting), they identify those parts of a career guidance program that they already have in the local district. They are asked to make judgements about the effectiveness of these program components and to look for the gaps between what they feel "ought to be" and "what is." This information is used to establish priorities for program implementation, select three of the goals that have been identified as high priority needs, and write a rationale requesting administrative support for efforts in these areas. Next, participants are asked to identify the steps needed to implement the three selected goals, assign responsibility to individuals for each step, estimate the costs, and describe the outcomes they expect to result from efforts related to each step. Participants are then involved in initial planning for the evaluation of a career guidance program.

Two additional instructional modules complement the planning module. One module assists participants in determining an implementation approach for a curriculum-based career guidance program. The third module in the package is a planning module for establishing a job placement program.

The three instructional modules in the PAGE 2 Instructional Resource Package can be modified to meet the needs of a variety of groups. They have been designed for maximum flexibility. Modules and even lessons within modules can be used separately or in a series with other lessons and modules. Suggested activities for a two-hour workshop up to a concentrated four-day workshop are offered.

The PAGE 2 materials are appropriate for both preservice and inservice in career guidance. This includes undergraduate and graduate programs in teacher education and counselor education in addition to inservice workshop settings. The actual materials in the Instructional Resource Package have been designed to accommodate a maximum of 28 participants per session.

The Career Guidance Facilitator's Handbook, the key to the package, contains pre-workshop planning suggestions and evaluation techniques in addition to the instructional modules. Master copies of all handout materials and transparencies are included in the Facilitator's Handbook. The PAGE 2 Instructional Resource Package is a tested planning program that has been found to be successful.

Where Do You Find PAGE 2?

On December 4, 1976, at the American Vocational Association Convention in Houston, Texas, representatives from states, trust territories, and Washington, D. C. attended a national dissemination seminar for the PAGE 2 materials. (Name of State) was represented at the dissemination seminar by (Name of Representative). (Name of State) now has three sets of the PAGE 2

Instructional Resource Package. Further information on these materials as well as state plans for the dissemination of the materials may be obtained by contacting ___(Name of Person)___ at ___(Address and Telephone Number)___.

Appendix F

PAGE 2 Project National Dissemination Seminar Evaluation Report

PAGE 2 Project National Dissemination Seminar
Evaluation Report

A three hour national dissemination seminar was presented by the PAGE 2 Project staff at the annual American Vocational Association Convention in Houston, Texas, on December 4, 1976. The objectives of this seminar were:

1. To assist the participants of the seminar to become somewhat familiar with the materials contained in the PAGE 2 Instructional Resource Package.

2. To motivate the participants to promote the PAGE 2 Instructional Resource Package.

3. To provide some possible ideas for disseminating the PAGE 2 materials.

The purpose of this evaluation was to determine the effectiveness of the seminar in achieving its intended objectives. The evaluation data collected was the result of a one-page evaluation form (Figure 1) completed by 44 participants at the end of the seminar. Although 52 individuals attended the seminar, some left the seminar early and did not complete the evaluation form. The participants were classified into two groups: (1) those who were official state or trust territory representatives, and (2) those who were attending as a result of general interest in the PAGE 2 Project. Evaluation data were compared between the two groups, but differences did not appear significant. The results of the evaluation are, therefore, presented for the participants as one group. In addition, some general observations made by the evaluator are presented.

One of the major objectives of the seminar was to assist the participants to become somewhat familiar with the materials contained in the PAGE 2 Instructional Resource Package. On the evaluation form, the participants were asked to respond to the following question: "To what extent are you familiar with the materials contained in the PAGE 2 Instructional Resource Package?" Overall, the data in Table 1 indicate that 37 (84%) of the participants indicated that they were "somewhat," "quite," or "very" familiar with materials in the PAGE 2 package. Only seven (16%) indicated that they were "hardly" or "not at all" familiar with the materials. It appears that a large majority of the participants left the seminar with a basic knowledge of the contents of the PAGE 2 package. One written comment which is indicative of why some individuals may not have indicated more familiarity with the materials related to the fact that the amount of time available for becoming familiar with the materials was relatively short. In general, it appears that the seminar was successful in achieving this major objective of assisting participants to become somewhat familiar with the PAGE 2 package.

Figure 1

PAGE 2 NATIONAL DISSEMINATION SEMINAR
Participant Evaluation Form

DIRECTIONS: To evaluate the effectiveness of this seminar, we would appreciate your completing this form. Circle the appropriate words which indicate your response to each question. Comments may be given, as desired.

1. To what extent are you familiar with the materials contained in the PAGE 2 Instructional Resource Package?

Very Familiar	Quite Familiar	Somewhat Familiar	Hardly Familiar	Not at All Familiar

Comment ____

2. To what extent are you motivated to promote the PAGE 2 Instructional Resource Package?

Very Motivated	Quite Motivated	Somewhat Motivated	Hardly Motivated	Not at All Motivated

Comment ____

3. To what extent are you clear about the purpose of the PAGE 2 Instructional Resource Package?

Very Clear	Quite Clear	Somewhat Clear	Hardly Clear	Not at All Clear

Comment ____

4. To what extent is there a need for staff development materials in career guidance?

Very Needed	Quite Needed	Somewhat Needed	Hardly Needed	Not at All Needed

Comment ____

5. Did the seminar provide you with some possible ideas for disseminating the PAGE 2 materials?

Yes	Undecided	No

Comment ____

6. Did the participatory format of the seminar aid in understanding the PAGE 2 Instructional Resource Package?

Yes	Undecided	No

Comment ____

7. Briefly state the purpose of the PAGE 2 Instructional Resource Package.

THANK YOU FOR YOUR ASSISTANCE.

Table 1

National Dissemination Seminar

Participant Responses

N = 44

1. To what extent are you familiar with the materials contained in the PAGE 2 Instructional Resource Package?

Very Familiar	Quite Familiar	Somewhat Familiar	Hardly Familiar	Not at All Familiar
4 (9%)	12 (27%)	21 (48%)	4 (9%)	3 (7%)

2. To what extent are you motivated to promote the PAGE 2 Instructional Resource Package?

Very Motivated	Quite Motivated	Somewhat Motivated	Hardly Motivated	Not at All Motivated
11 (25%)	23 (52%)	9 (20%)	1 (2%)	0 (0%)

3. To what extent are you clear about the purpose of the PAGE 2 Instructional Resource Package?

Very Clear	Quite Clear	Somewhat Clear	Hardly Clear	Not at All Clear
15 (34%)	22 (50%)	6 (14%)	1 (2%)	0 (0%)

4. To what extent is there a need for staff development materials in career guidance?

Very Needed	Quite Needed	Somewhat Needed	Hardly Needed	Not at All Needed
29 (66%)	13 (30%)	2 (5%)	0 (0%)	0 (0%)

5. Did the seminar provide you with some possible ideas for disseminating the PAGE 2 materials?

Yes	Undecided	No	No Response
41 (93%)	2 (5%)	0 (0%)	1 (2%)

6. Did the participatory format of the seminar aid in understanding the PAGE 2 Instructional Resource Package?

Yes	Undecided	No	No Response
41 (93%)	1 (2%)	1 (2%)	1 (2%)

A second major objective was to motivate the participants to promote the PAGE 2 package. The participants were asked to respond to the following question on the evaluation form: "To what extent are you motivated to promote the PAGE 2 Instructional Resource Package?" The data in Table 1 indicate that 34 (77%) of the participants were "very" or "quite" motivated to promote the package, nine (20%) more participants were "somewhat" motivated, and only one (2%) was "hardly" motivated. One person (2%) did not respond to this question. It appears that a very large percentage (95%) of the participants left the seminar motivated to promote the materials. Written comments provided no useful additional information concerning this question. In general, the seminar appears to have been successful in achieving the objective of motivating participants to promote the PAGE 2 materials.

As a result of the seminar, the participants should have been expected to be relatively clear about the purpose of the PAGE 2 Instructional Resource Package. The participants were asked to indicate: "To what extent are you clear about the purpose of the PAGE 2 Instructional Resource Package?" Table 1 illustrates that 37 (84%) of the participants indicated they were "very" or "quite" clear, six (14%) indicated "somewhat" clear, and only one (2%) indicated "hardly" clear. It appears that a large majority of the participants were clear about the purpose of the PAGE 2 Instructional Resource Package. To determine whether the individuals were as clear about the purpose of the package as they suggested they were, the participants were asked to briefly state the purpose of the PAGE 2 package. These responses are included at the end of this report. The stated purpose of the PAGE 2 Instructional Resource Package, as given at the beginning of the seminar, was to provide staff development materials which facilitate the use of a team approach (administrators, teachers, counselors, placement coordinators, educational and occupational specialists, and community personnel) in planning and implementing comprehensive programs of career guidance.

Of the 37 individuals who indicated "very" or "quite" clear about the purpose, it appears that 18 (50%) succinctly stated the purpose as it had been stated by the project staff during the seminar. Of those who indicated "somewhat" or "hardly" clear, four of the six (66%) who stated a purpose stated the purpose "correctly." One did not provide a response. A majority of the "incorrect" responses made reference to career guidance programs, but did not mention "planning" or "team approach." Overall, it appears that the majority of those responding were as clear about the purpose of the PAGE 2 package as they had initially indicated in the previous question.

The evaluation form was designed to elicit opinions regarding the need for staff development materials in career guidance. The data in Table 1 show that 42 (96%) of the participants indicated that staff development materials were "very" or "quite" needed, and the other two (5%) participants believed they were at least "somewhat" needed. Apparently, there was general consensus among the participants that a need exists for materials such as the PAGE 2 Instructional Resource Package.

A minor objective of the seminar was to provide the participants with some possible ideas for disseminating the PAGE 2 materials. The data in Table 1 indicate that 41 (93%) of the participants believed the seminar provided some ideas, two (5%) were undecided, and one (2%) did not respond.

Apparently, the seminar was successful in generating and providing ideas for disseminating the PAGE 2 materials.

The seminar was designed to provide "hands-on" experiences with the PAGE 2 Instructional Resource Package and to involve the participants in various activities to help them better understand the PAGE 2 package. The participants were asked whether the participatory format of the seminar aided in understanding the package. The data in Table 1 indicate that 41 (93%) of the participants answered affirmatively, indicating the participatory format did aid them in understanding the package. One person (2%) was undecided, one (2%) answered in the negative, and one person (2%) did not respond. It appears that a large majority of the participants believed the participatory format was beneficial in understanding the PAGE 2 materials.

Summary

It appears that the seminar was very successful in achieving its objectives. Personal observations of the evaluator indicate that the participants were enthusiastic about becoming familiar with the materials, motivated to promote and disseminate the materials, but above all interested in having the materials disseminated to them as soon as possible so that they could begin using them.

An additional indication of the success of the seminar and apparently an indication of the perceived value of the PAGE 2 Instructional Resource Package is the fact that the project staff was contacted and asked to present a similar seminar again next year during the American Vocational Association Convention. The program chairperson of the Guidance Division of AVA made the request and also suggested that the seminar be open to all who desired to attend. (This appears to be an indication of the need for and value of the PAGE 2 materials.)

Responses to Question 7 on the Participant Evaluation Form

Persons Who Responded "Very Clear" on Question 3:

To develop awareness of self and group dynamics
To use in inservice workshops
To promote planning of career guidance programs in LEA's
To assess and plan for a viable career guidance program--to establish goals
To establish career development at the local level
The PAGE 2 package is designed to assist the school guidance team to identify guidance goals to incorporate programmatically.
To aid people who care about kids to get themselves organized to come up with a career guidance program
I feel that the purpose of the PAGE 2 Instructional Resource Package is to provide another way of planning and implementing career guidance.
To assist in understanding the content and use of PAGE 2
To develop the capabilities of education systems (LEA's, state departments, etc.) in establishing a planned career guidance program
Planning
To understand, gain familiarity, to gain clarity as to comprehensive planning for career guidance
To assist states in providing inservice and preservice training of guidance personnel, teachers, and other education personnel
To disseminate the results of a nationally funded project and provide a model to each state to develop pre- and inservice training programs

Persons Who Responded "Quite Clear" on Question 3:

To help develop a program for establishing a vocational program
This package is very useful for LEA's in developing a career guidance program
To facilitate the planning of career guidance programs on the local level
To help school districts plan a comprehensive career guidance program
To help educate teachers, administrators, committees, etc., about career education programs and implementation
To facilitate the incorporation of a career guidance program that would involve the instructional program via a team effort
Provides a vehicle for LEA's to assess needs for career guidance and plan to implement activities to meet the identified needs
To prepare for and complete the planning of guidance programs in career education
To assist guidance and counselors to develop a good alternative approach for career education
To help others in the field of education plan and implement career guidance service
To develop techniques for career guidance programs

Persons Who Responded "Quite Clear" on Question 3 (Continued):

To help school personnel and community persons plan career guidance using the team approach
To provide a planning methodology--process for group decision-making and consensus regarding program (other) directional change
The purpose is to facilitate and provide a clearer understanding of the importance of planning a career guiance program, as well as other vocational education programs
Planning and implementing career guidance programs
To provide a planning process for a school or school district to arrive at a career guidance program more nearly meeting expectations of the respective community
To identify the team approach to delivering career guidance services

Persons Who Responded "Somewhat Clear" on Question 3:

To provide group experiences for helping plan programs of vocational guidance
To disseminate career education materials so they can be integrated into the curriculum
A planning process to meet local needs for career guidance
To aid in the development of comprehensive career guidance programs
To provide a system to help schools develop objectives for career guidance

Persons Who Responded "Hardly Clear" on Question 3:

For planning and organizing comprehensive career guidance programs

Seven individuals did not provide a response to this question.

Appendix G
Field Test Data
Workshop Observation Sheets

Field Test Data

Workshop Observation Sheets

Workshop # ______________________________

Location ______________________________

Enrollment ______________________________

Observer ______________________________

Module I

Lesson 1

Time spent on this lesson ________

1. After participants had completed the activity part of the Missing Square Puzzle, did you feel that the discussion (formal and informal) indicated that the participants were aware:

   a. of the importance of planning in program development?

   No Somewhat Yes
   1 2 3 4 5 6 7

   b. of the importance of identifying and describing a task that is to be carried out by others?

   No Somewhat Yes
   1 2 3 4 5 6 7

Notes:

Time spent on
this lesson _________

Lesson 2

1. As the participants rated the career guidance goal statements, what was the general feeling concerning readability, usability, directions, etc.?

2. What kind of comments were made concerning the validity of the 18 career guidance goal statements?

3. What was the overall reaction to using the planning board and markers?

4. At this time, what is the reaction of participants to working in small groups?

Lesson 2 (Continued)

5. What is your reaction to the mechanics of managing this lesson?

Notes:

Lesson 3

Time spent on
this lesson ________

1. When writing the memo to I. M. Superintendent, did participants encounter any problems in using HO 8: "Small Group Rating Sheet?"

No		Somewhat				Yes
1	2	3	4	5	6	7

Describe any problems encountered.

2. Which of the following phrases best describes participants' reactions to writing the I. M. Superintendent memo?

____ Felt it was busy work.
____ Completed the task; no reaction visible.
____ Saw the assignment as very useful.
____ Saw the activity as nice but not necessary.
____ Got discouraged; did not complete the task.
____ Enthusiastic about the activity.
____ Other ____

____

Notes:

Lesson 4

Time spent on
this lesson _________

1. How did you present the lecturette material?

2. Were you able to adapt the lecturette to the workshop audience?

3. How was the lecturette received?

4. Is there any material you would delete or add to this lecturette?

Notes:

Time spent on
this lesson ________

Lesson 5

1. Were participants able to use HO 13: "Program Planning Sheet" as designed?

No		Somewhat				Yes
1	2	3	4	5	6	7

Describe any problems encountered.

Notes:

Time spent on
this lesson _________

Lesson 6

1. Were participants able to use HO 15: "Evaluation Matrix" as designed?

No		Somewhat				Yes
1	2	3	4	5	6	7

Describe any problems encountered.

Notes:

Summary

1. What changes would you make in this module?

2. How well did the participants understand the material presented on transparencies?

    ____ No problems.
    ____ Understood all but TR _____.

3. Did participants understand the directions on the handouts?

    ____ No problems.
    ____ Understood all but HO _____.

4. At this time, what is the reaction of participants to working in small groups?

Notes:

Module II

Lesson 1

Time spent on
this lesson _________

1. How did you present the lecturette material?

2. Were you able to adapt the lecturette to the workshop audience?

3. How was the lecturette received?

4. Is there any material you would delete or add to this lecturette?

Notes:

Lesson 2

Time spent on
this lesson ________

1. Did HO 19: "Page Middle School" provide participants with the appropriate information for making the oral presentation?

2. What questions did participants ask about Page Middle School?

3. What was the overall reaction to making a group oral presentation?

4. How did participants react to the competition inherent in this lesson?

5. What changes would you make in this lesson?

Notes:

Module III

Time spent on
this lesson _________

Lesson 1

1. As the participants rated the job placement objectives, what was the general feeling concerning readability, usability, directions, etc.?

2. What kind of comments were made concerning the validity of the 18 job placement objectives?

3. What is your reaction to the mechanics of managing this lesson?

Notes:

Time spent on
this lesson _________

Lesson 2

1. How did you present the lecturette material?

2. Were you able to adapt the lecturette to the workshop audience?

3. How was the lecturette received?

4. Is there any material you would delete or add to this lecturette?

5. Did you notice any change in participants' feelings about the 18 job placement objectives after the lecturette was presented? Describe any changes.

Notes:

Time spent on
this lesson ________

Lesson 3

1. Were participants able to use HO 23: "Job Placement Program Objectives Rating Sheet" to determine their top three priorities for program planning?

No		Somewhat				Yes
1	2	3	4	5	6	7

Describe any problems encountered.

2. Were participants able to use the Program Planning Sheet for this lesson?

No		Somewhat				Yes
1	2	3	4	5	6	7

Describe any problems encountered.

Notes:

CE 010 048

Summary

1. What changes would you make in this module?

2. How well did the participants understand the directions on the handouts?

   ____ No problems.
   ____ Understood all but HO _____.

3. At this time, what is the reaction of participants to working in small groups?

Notes:

132